



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX HIGH SCHOOL OF BUSINESS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x412

PRINCIPAL: VINCENT RODRIGUEZ **EMAIL:** VRODRIGUEZ3@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Vincent Rodriguez	*Principal or Designee	
Elizabeth Solis	*UFT Chapter Leader or Designee	
Yolanda Uruga	*PA/PTA President or Designated Co-President	
Battie Ramsahai	DC 37 Representative, if applicable	
Jewel Morales Loani Cari	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ali Koanda	Member/ Parent	
Ernestina Liriano	Member/Parent	
Marquis Acosta	Member/Parent	
Rhona Webb	Member/Parent	
Jonathan Bernstein	Member/Teacher	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

The following recommendations were taken from the NYSED/NYCDOE Joint Intervention Team Report and Recommendations dated February 15 – 16, 2011 page 6, bullets 1 – 6 – 7 and page 9 bullets 2 – 3

- Each school priority should have a strategic plan for its implementation that includes an administrator assigned as lead who is accountable for its implementation, and clear roles for key staff within each plan.
- The administration should ensure that the school is in compliance with regulations pertaining to AIS and services for ELLs and students with disabilities.
- The administration should seek external expert advice and training in the monitoring of teaching quality and implement procedures and protocols that are robust and consistently applied.
- The school should have a dedicated data specialist to analyze and archive all school data, including internal, external, NYCDOE, NYSED and counselors, parents and students.
- The school staff should review both internal and external year-to-year data to monitor the school’s continuous progress in the areas of student performance, graduation rate, teacher effectiveness, scholarship data and Regents examinations.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Establishing accountability of school administration as lead personnel in each school priority.
- The implementation and establishment of external expertise so as to promote and ensure quality teaching in classrooms.
- Identify and assign a key staff as the school data specialist to help disseminate various school wide data.
- Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.

Instructional strategies/activities

- Assistant Principals supervise subject and inquiry teams as well as grade teams, spearheads and implement project based work with teams. Closely works with Team Leaders and is instrumental with implementing professional development for staff.
- The administration is closely working with Pearson with implementing the SIOP program that strictly targets and addresses the needs of English Language Learners as well as students with disability. SIOP training has been scheduled throughout the school year for staff. Classroom walkthroughs have been scheduled to evaluate the effectiveness of the SIOP training received. Additional professional development training will follow based on the findings of the SIOP classroom walkthroughs.
- A dedicated data specialist has been identified, and is closely working with the administration identifying the data specialist role. The data specialist will receive training in identifying the different types of data (school wide, city and state wide) to help identify trends that will impact professional development, planning and instruction.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
 - Teacher/Para/School Aide Per Session for extended day learning and Saturday programs
 - Teacher/Para/School Aide Per Session for professional development, and data specialist
 - NYSTL/School Library allocation/Software
 - Students in Temporary Housing (STH)
 - Supplies/Materials to support instruction

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

The following recommendations were taken from the NYSED/NYCDOE Joint Intervention Team Report and Recommendations dated February 15 – 16, 2011 pages 2 & 3, bullets 1 – 2 – 3, page 8 bullet 5

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in ELA and Literacy and mathematics to prepare for implementation in school year 2012-13. All curriculums should be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development.
- All teachers and administrators should participate in professional development (PD) that covers how to plan and implement a curriculum with rigor, as well as delivery methods that are student centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught. PD should be provided with Atlas, to insure that pacing calendars and curriculum maps ELA, NLA and ESL classes are created.
- Teachers should be provided with training on how to create rubrics that are consistent with NYS Standards and that contain clear learning goals and objectives for student tasks and activities.
- The school should develop a comprehensive post-secondary and career pathway for all students, beginning in the grade 9.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- To design and implement engaging, rigorous, and coherent curricula, for a variety of learners that is aligned to key state standards.
- Development of Units of study and multiple entry points and associated implementation of intervention strategies using RTI protocols
- Embedded formative and summative common assessments.
- Establishing a post-secondary and career pathway for all students in the fiber optic industry.
- By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

Instructional strategies/activities

The above goal will be supported through the implementation of the following:

- Use of historical data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of the Common Core Learning Standards (CCLS) rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.
- Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher order questioning, and reinforcing effort and providing recognition.
- The strategies and activities will be implemented via Teacher Teams, as they engage in Looking at Student Work (LASW) protocols as well as the Inquiry Process.
- School leaders will support teachers in the development of lesson plans and provide feedback while using low inference data via the observation process (formal and informal).
- The implementation of research based approaches to providing instruction and targeted intervention to improve student outcomes are:

- Response to Intervention (RTI) (Swanson & Deshler, 2003) – this is a school wide initiative.
- Sheltered Instruction Observation Protocols (SIOP) – This model is designed to make grade level academic content understandable for English Language Learners (ELL's).
- Key Personnel and other resources:
 - School leadership staff
 - Instructional lead teachers
 - Coaches
 - Data specialists
 - Content specialist
 - Departmental leads
 - Network staff and external providers such as Pearson, ARC, etc...
- Targets to evaluate our progress, effectiveness, and impact will include
 - Completion of lesson plans and units of study using CCLS and support Instructional Shifts – development of units of study
 - Completion of cycles of observations (formal and informal) that reflect implementation of this work by January 20th.
 - Completion of cycles of observations (formal and informal) that reflect implementation of this work by June 20th.
 - Completion of Performance Tasks
- Through the partnership with Virtual Enterprise, Inc., the school has established an Entrepreneurship Program for all students. Starting at the 9th grade, students will learn the foundation of running a business/corporation. They will be exposed to marketing, finance, payroll, sales, resume writing and many other skills needed to be prepared for the business world. These skills are taught in the first three years of their stay at the school (grades 9, 10 & 11), and in their senior year, students will have the opportunity to create and run their own virtual business, where they will be competing with other schools throughout the country in a Business Fair held in NYC each year.
- Through the Virtual Enterprise Program, the business staff will be reaching out to private businesses to establish internships for our students.
- The school is in the phase so as to create an after school program where students will learn and obtain industry based certification in fiber optics.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
 - Teacher/Para/School Aide Per Session for extended day learning and Saturday programs
 - Teacher/Para/School Aide Per Session for professional development, and data specialist
 - NYSTL/School Library allocation/Software
 - Students in Temporary Housing (STH)
 - Supplies/Materials to support instruction

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

The following recommendations were taken from the NYSED/NYCDOE Joint Intervention Team Report and Recommendations dated February 15 – 16, 2011, Section II Teaching and Learning, recommendations pages 4 and 5 bullets 1 – 2 – 3 – 4 – 5 – 6.

- The administration should work to extend the range of instructional strategies to engage students more fully in their learning by drawing on external coaches and other expertise from the Network. Training for teachers, monitoring of teaching and targeted support should focus attention on ensure that students spend more time working independently and collaboratively with appropriate guidance provided through scaffolding and modeling.
- The school should seek external guidance and expertise to provide whole staff training on the use of ongoing student assessments to differentiate instruction. All students should be provided with challenging work that meets their needs and abilities, including feedback and guidance for their next steps for improvement. The administration should ensure through observations that the training teachers receive is being implemented in all classes.
- The administration should ensure that expectations for teacher planning are clear and consistent for all staff. In particular, they should ensure that objectives for lessons are always displayed and shared with students, including reviewing and linking learning to long term objectives. Benchmark goals for marking periods should also be routinely used by students to review and improve their own work. The administration should regularly monitor teacher planning.
- The administration should provide training and guidance to staff on questioning techniques that encourage students to think critically and concisely explain an answer. They should raise staff expectations for students to ensure that responses from students are taken in an orderly way and are listened to. The administration should follow up the training with lesson observations and walkthroughs where there is a focus on questioning and student engagement.
- Support and mentoring should be provided for those teachers identified as having weak classroom management skills. Specific goals for these teachers should be set and their progress toward the set goals should be monitored. The administration should check that the behavior policy is consistently applied throughout the school.
- Clear benchmarks for the quality of the presentation of instruction should be set. This should include regularly updated displays of student work annotated with commentaries related to assessment rubrics. The administration should conduct observations to ensure that displays reflect and explore the range of cultures in the school. The aim/objective should be to make all areas conducive and encouraging to good listening.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Adopt and implement a research based framework for teacher effectiveness.
- By June 2013, the school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b and 3d; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007) , will serve as our research based model. Danielson states: "The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism" (2007). In support of the work of teachers, our strategies and activities with timelines will include:

- A tiered professional development plan that provides for whole school and individual teacher support
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups
- Preparing teaching in CCLS's and Instructional Expectations (ongoing)
- Prepare teachers in the use of research based instructional strategies (inquiry model)
- Provide strategies for the incorporation of intervention strategies using RTI protocols
- Formal and informal observations using a feedback and tracking progress
- Identification of points, coaches, lead facilitators and opportunities for their support
- Assistant Principal Study Groups

Targets to evaluate our progress, effectiveness, and impact will include:

- By January 20th, our Network will complete a full day instructional walk with the school leaders
- By January 20th, completion of mini observation cycles, by June 20th, minimal of 3 mini observations will be completed
- By January 20th, formal observations, by June required number of observations based on tenure and non-tenure status.
- Teacher baseline, mid-year (no later than mid-February), end-year evaluations and self-evaluations.
- October through June, ongoing teacher feedback sessions (through mini and formal observations using low inference data)
- October through June, Ongoing) through teacher teams looking at student work protocol implementation.
- January (analysis of January Regents results using item analysis, and overall pass rates).
- June through September: Analysis of state assessment data (i.e. Regent Results).

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and all pedagogical staff is assigned, we will manage funds to cover OPTS including:

- Teacher/Paraprofessional per session for professional development, and data specialist
- Supplies/Materials to support instruction.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

The following recommendations were taken from the NYSED/NYCDOE Joint Intervention Team Report and Recommendations dated February 15 – 16, 2011, Section II Teaching and Learning, recommendations page 8 bullets 4 – 7

- The school should create a comprehensive student support services plan that includes the identification of barriers to success, and action plan with deadlines for addressing these issues, and protocols for communicating this information to all necessary constituencies.
- The school should enact and communicate a rigorous process, with clear criteria, to identify at-risk students, beginning in grade 9. Services to meet the needs of at-risk students during the school day, as well as other appropriate times, should be provided. A protocol to monitor these services and evaluate their effectiveness should be established.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Identify at risk students and establish support services to promote academic success.
- By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

Instructional strategies/activities

- Teacher Teams will meet to identify at risk students based on school wide data
 - Inquiry Teams
 - Attendance Team
 - Subject and Grade Teams
- Teams will receive school wide data (i.e. report card, regent results, attendance) to discuss possible barriers that could be hindering student success. As needed, key personnel will be included in the team meetings (i.e. social worker, guidance counselors, parents and or the student) to create and implement a comprehensive support plan to aid the student in their academic progress.
- The plan would include a follow up component to determine if the plan needs to be revised:
 - Interviewing teacher, student or guidance counselor
 - Look at student data
 - Report Card
 - Attendance rate
 - Regent Result

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
 - Teacher/Para/School Aide Per Session for extended day learning and Saturday programs
 - Teacher/Para/School Aide Per Session for professional development, and data specialist
 - Purchase of online classes using a DOE approved vendor
 - Supplies/Materials to support instruction

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

The following recommendations were taken from the NYSED/NYCDOE Joint Intervention Team Report and Recommendations dated February 15 – 16, 2011, from the Infrastructure for Student Success Section, Page 8 bullet 4.

- The school should create a frequent and timely reporting calendar for status updates to parents and students. This information should be available electronically, through group and individual conferences and via direct mail.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Establish a school wide calendar that provides parents and students with vital information regarding upcoming events.
- Offer parents workshops that will help them navigate the SKEDULA online program.
- By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child’s education and the receipt of increased feedback on each student’s learning outcomes as measured by the 2013 NYCDOE Learning Environment Survey.

Strategies to increase parental involvement and engagement

- The Parent Coordinator will create a calendar for every month of the school year. This calendar will have updated events, and or important information to be passed on to the families with changes happening in the school, meetings, workshops etc... The information is collected by the Parent Coordinator, then transcribed on a document, then printed and distributed to students (back pack) to take home to parents. The same calendar is then uploaded onto a website that parents and students have access (SKEDULA). The calendar on SKEDULA is done by the school Data Specialist.
- Provide workshops to parents to help them develop the necessary skills needed to familiarize themselves with the SKEDULA online program.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
 - Teacher/Para/School Aide Per Session for extended day learning and Saturday programs
 - Teacher/Para/School Aide Per Session for professional development, and data specialist

- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- Supplies/Materials to support instruction

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Pearson Product (NOVANET) Credit Recovery as well as Regent Prep Classes	The NOVANET Credit Recovery is an online program where the Regent Prep classes are set up for tutoring/small group	After school setting 4PM to 5:30PM Mondays & Wednesdays, as well as Saturdays (9AM to 12:45PM).
Mathematics	Pearson Product (NOVANET) Credit Recovery as well as Regent Prep Classes	The NOVANET Credit Recovery is an online program where the Regent Prep classes are set up for tutoring/small group	After school setting 4PM to 5:30PM Mondays & Wednesdays, as well as Saturdays (9AM to 12:45PM).
Science	Pearson Product (NOVANET) Credit Recovery as well as Regent Prep Classes	The NOVANET Credit Recovery is an online program where the Regent Prep classes are set up for tutoring/small group	After school setting 4PM to 5:30PM Tuesdays & Thursdays, as well as Saturdays (9AM to 12:45PM).
Social Studies	Pearson Product (NOVANET) Credit Recovery as well as Regent Prep Classes	The NOVANET Credit Recovery is an online program where the Regent Prep classes are set up for tutoring/small group	After school setting 4PM to 5:30PM Tuesdays & Thursdays, as well as Saturdays (9AM to 12:45PM).
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselors have conferences with students and parents as needed.	One – to – One	As needed
	Social Worker conducts	One – to – One	As needed

	sessions with students and parents		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure that they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our PSO, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teaching (2007) as well as through student achievement and student work. Teachers are provided with timely and regular feedback to refine and improve their practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Room so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Ben Waxman	District 09	Borough Bronx	School Number 412
School Name Bronx High School of Business			

B. Language Allocation Policy Team Composition

Principal Enrique Lizardi	Assistant Principal Fay Brown
Coach	Coach
ESL Teacher Vilma Delgado	Guidance Counselor Ebony Reid
Teacher/Subject Area Craig Antelmi /Mathematics	Parent type here
Teacher/Subject Area	Parent Coordinator Patricia Muller
Related Service Provider type here	Other type here
Network Leader Ellen Padva	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	427	Total Number of ELLs	94	ELLs as share of total student population (%)	22.01%
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Part II: ELL Identification Process

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

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

1. All students who are new to the New York City Department of Education public school system and who are registered at Bronx High School of Business are administered the Home Language Identification Survey (HLIS) to determine the language spoken at home. The completion of the HLIS is supervised by the Guidance Counselor-Ebony Reid and a licensed ESL teacher-Vilma Delgado who speaks English and Spanish. If the home language is not English, the ESL teacher conducts an informal interview in English and the native language. The LAB-R is administered by an ESL teacher- Vilma Delgado to students who are identified by the HLIS within ten school days. Students are identified as LEP if they score at the beginning, intermediate or advanced level. These students are then considered 'entitled' as is evident by the RLER report, and are administered the NYSESLAT until they test out by scoring at the proficient level. Entitled students are administered the four components of the NYSESLAT yearly until they score proficient. We have not administered the Spanish Lab-R, but going forward, we will administer this assessment.

2. When the NYSESLAT results are released, ESL teachers and the Assistant Principal review and analyze the results and make program determination. Students who are proficient are placed in a English classes, but they are informed of the support services that remain in place for them. Entitlement and enrollment letters are mailed home to parents in the various native languages with our contact information. The Guidance Counselor-Ms. Reid and the ESL teacher-Ms. Delgado are instrumental in describing the three program choices to parents in native languages. This process is carried out an enrollment because of the trend of parents not returning for the information session. Parents view the video of the three choices in their preferred native language to get a better grasp of the three instructional programs that are available to them. When we reach the required number of students in a grade level who requested a TBE/DL program, we will conduct outreach to all the parents who had selected those programs.

3. Parents complete program selection form after they have viewed the video and have relevant information about the three instructional programs. If the form is not completed at school, telephones calls are used to encourage parents to return the forms. Entitlement letters are distributed by Ms. Delgado our ESL teacher. These letters are mailed home to parents, and a copy is kept in a binber in a central location.

4. The placement of students in an instructional program is determined by the information gathered on the HLIS, LAB-R, NYSESLAT and the program selection form. The Bronx High School of Business has a free standing ESL program, so students are placed in this program according to their proficiency level. Students receive instruction according to the mandated number of units. If parents select another program, this program selection is kept on file until the mandated number of request is reached . Entitlement and continuation letters are mailed home to parents in Englilsh and the native language. Copies of the letters are kept on file in a central location. This information is communicated with parents in English and their native language.

5. Over the past few years, there has been one request for bilingual program. Program selection forms are placed in the students' records and in a binder which in stored in a central location. This is binder in monitored closely, by Ms. Brown-Assistant Principal, to track the trend in parent selection.

6. Bronx High School of Business offers a Free Standing ESL program, and this is aligned with parents' requests. If and when we get the required number of request for another program, we will implement the program. Parents are informed of their choices in the continuation letter.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	22
SIFE	19	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	38

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	34	6	0	22	6	7	38	6	15	94
Total	34	6	0	22	6	7	38	6	15	94

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										27	30	19	11	87
Chinese														0
Russian														0
Bengali											1		1	2
Urdu														0
Arabic														0
Haitian										1				1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												2	1	3
TOTAL	0	28	32	21	13	94								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1.

A. Bronx High School of Business offers a free standing ESL instructional program. Students receive instruction using a combination of block programming and push in instruction.

B. In the blocks, Students are grouped by their proficiency levels and are given in excess of the state mandated number of instructional minutes. All ESL classes are taught by certified ESL teachers.

2. Students at the beginning level receive in excess of the state mandated 540 minutes per week of instruction. Intermediate students receive more than the 360 required minutes. Students at the advanced level receive 180 minutes of ESL instruction and more than 180 minutes of Language Arts instruction. All classes regardless of the proficiency level receive instruction that targets the four modalities-speaking, listening, reading and writing. The curriculum is designed to promote proficiency on the NYSESLAT as well as the ELA Regents

3. Content area instruction is delivered in English by fully certified content specialist. Certified ESL teachers push in to some content area classes to provide language support for LEPs. Teachers make use of bilingual glossaries and dictionaries to assist in making content comprehensible.

ESL, Mathematics, Social Studies, Science teachers use a variety of instructional strategies to make language and content comprehensible to students. These include an emphasis on differentiated instruction for the various learning groups within the proficiency levels. Scaffolding in another strategy that is used by ESL and content teachers to make language and content comprehensible. Instruction is delivered within the zone of proximal development to ensure that students are challenged but are not frustrated in the learning process. Technology is used to enhance the learning experience of students ; Achieve 3000 is used to assist in the delivery of differentiated instruction. The primary goal of this program is to provide nonfiction reading at various reading levels. This ensures that all students regardless of their proficiency level can read and respond to the same text. There is fidelity of implementation with this program. All LEPs receive the mandated two activities per week.

4. We do not offer a bilingual or dual language program, so students are not assessed in their native language.

5A. Our instructional plan for SIFE students includes intensive differentiation using the Achieve 3000 program. A mini lab will be established in the class to provide continuous access to this kind of differentiation. We will look into the ALLD assessment tool to further

A. Programming and Scheduling Information

identify SIFE students; we will contact Rachel Hoff for guidance on this matter.

5B. Newcomers will be grouped according to their proficiency level and will continue to receive instruction that is differentiated and well as scaffolded. Graphic organizers and writing templates will be used to help students organize and develop emerging writing skills. Teachers will help students to build schema as a foundation for new language and content. Vocabulary development through the use of glossaries, word wall and Achieve 3000 will be continue to be a focal point of ESL instruction.

5C and D. The administration and teachers recognize that there is a special challenge with long term LEPs. Our instructional approach serves to encourage language proficiency as well as to offer them opportunities to take advanced courses. As students at a business school, LEPs are exposed to computer skills and the art of developing a small business. LEPs play a pivotal role in our Virtual Enterprise program. Students are offered rigorous regents prep classes in Mathematics, Sciences, Social Studies and English Language Arts. Students take the PSAT and are encourage to take SATs. The college expectation is extended to LEP students; they are expected to apply to college, complete financial aid application and attend college fairs. We are considering testing long term LEPs by themselves to reduce the frustration of taking the test "again" with newcomers. Guidance Counselors and ESL teachers will provide one to one motivational conferences with long term LEPs.

6. ESL and content teachers use a variety of instructional strategies to make language and content comprehensible to students. These include an emphasis on differentiated instruction for the various learning groups within the proficiency levels. Scaffolding (graphic organizers, writing templates, modified writing prompts) is another strategy that is used by ESL and content teachers to make language and content comprehensible. Instruction is delivered within the zone of proximal development to ensure that students are challenged but are not frustrated in the learning process. Technology is used enhance the learning experience of students; Achieve 3000 is used to assist in the delivery of differentiated instruction. The primary goal of this program is to provide nonfiction reading at various reading levels. This ensures that all students regardless of their proficiency level cam read and respond to the same text. There is fidelity of implementation with this program. All LEPs receive the mandated two activities per week.

In the coming weeks, the school will purchase ELLis Academics, Write To Learn and Nova Net to assist with the delivery of differentiated instruction to LEPs and SWD. These are researched based programs designed to improve language acquisition, writing skills and Regents preparation. We will continue to follow the IEP mandates for intruction and testing. ELL-SWDs whose IEP mandates bilingual instruction are served as per DOE policy of having a bilingual para.

7. Our programming has inbuilt flexibility to accommodate our LEPs and SWDs. Our ESL classes are programmed at the same time so students can move across proficiency levels if they have the need without ever missing out on another subject. An additional ESL teacher was hired to help with the flexibility of our scheduling and programming. The additional hire makes it possible to push in to content classes to provide language support

All ESL teachers meet daily during their common planning period to evaluate and plan units of instruction. ESL teachers are also afforded the time to meet with ELA techahers to discuss research based strategies and performance of students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

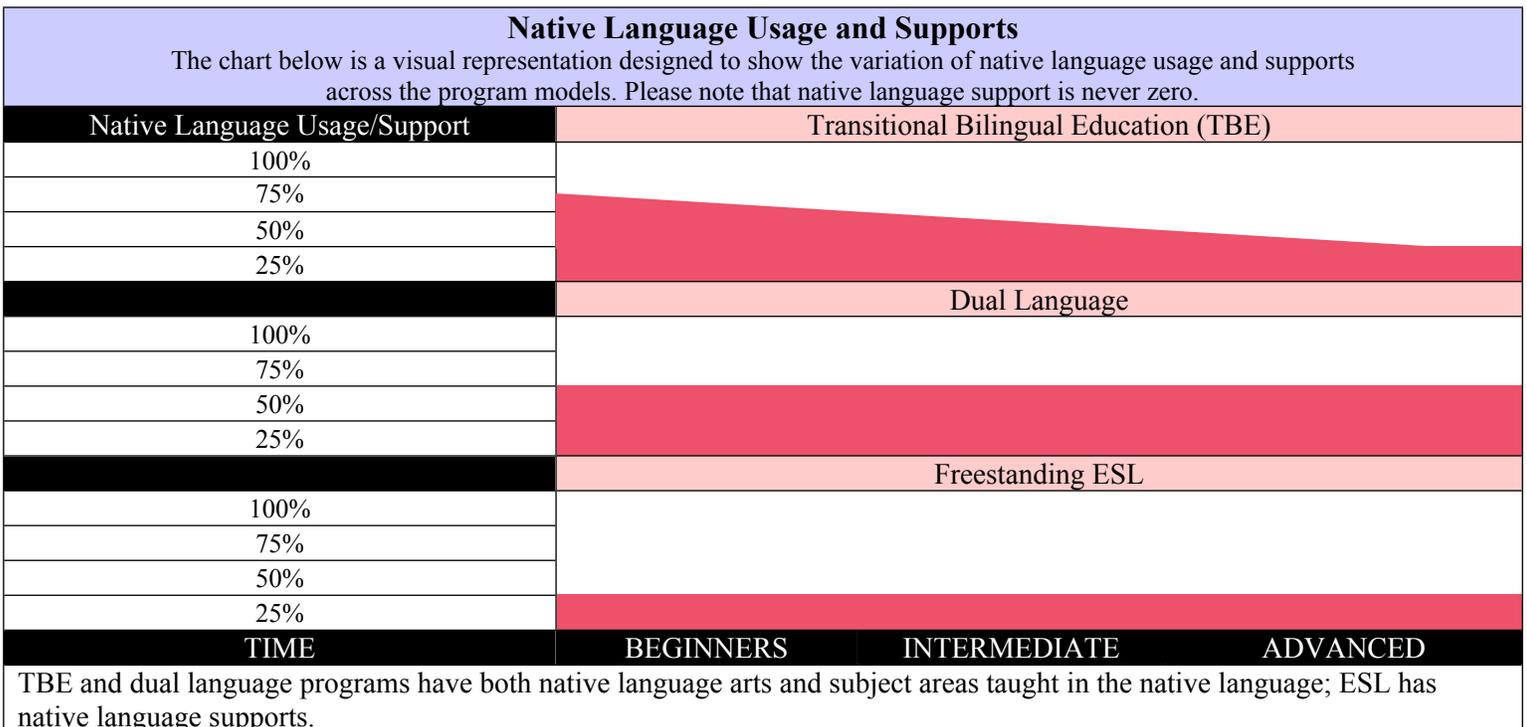
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. At the start of the school year, Bronx High School of Business purchased Star Reading and Math; this is a researched based Response to Intervention (RTI) program. The purpose of this program is to provide screening and progress monitoring of all students including LEPs. As a result of this program, we will be able to use data to group students by performance and standards. Academic Intervention Services (AIS) will now be targeted. The progress monitoring aspect of this program will show the progress or lack of progress that a particular intervention strategy is yielding. The following is a list of the intervention services offered-

- Achieve 3000- A researched based differentiated program that provides leveled reading materials at various reading levels (Spanish support is available)
- Star Reading
- Star Math
- Ramp Up
- Saturday AIS

Social Studies and Science teachers will use departmental assessment to determine the AIS needs. Students will receive intervention services using Achieve 3000 and Saturday intervention services.

9. When students become proficient on the NYSESLAT, Students are programmed for English Language Arts classes. Students are flagged as former LEPs, teachers are mandated to know who the LEPs and the former LEPs are in their classes. All testing accommodations are extended for two additional years after the students score 'proficient'. ESL and ELA teachers meet to discuss the progress of the transition.

10. Bronx High School of Business will purchase ELLis Academics, Write to Learn and Nova net to improve English acquisition, academic writing and Regents assessment performance.

11. We will not discontinue any program; all entitled students will continue to receive services.

12. English Language Learners at Bronx High School of Business are offered equal access to all instructional and social programs. LEPs are exposed to the academic rigor of regents prep courses and classes. They are offered a chance to take Advance Placement courses in language. All student including LEPs take the PSAT and are encouraged to sit for the SATs. LEPs are expected to apply to college and attend college fairs sponsored by the school and outside organizations. LEPs take part in all social programs including senior week, trips to museums, and annual talent show. LEPs are active members of several varsity sport teams. All LEPs are strongly encouraged to be active members of our Saturday AIS. Through the Title III grant, LEPs receive additional AIS services to aid in language acquisition.

13. There are several sources of instructional materials that are use to support ESL instructional at Bronx High School of Business. All classrooms have a smartBoard, and teachers receive ongoing professional development on how to use this technology to enhance instruction. There are three mobile computer carts and one computer room. These provide students with access to our computer based instructional program as well as for research and word processing which are college and work place skills. Teachers and students have access to bilingual glossaries and dictionaries to help with vocabulary and academic vocabulary development. Reading libraries are age and proficiency appropriate and are culturally diverse.

14. Language support is provided using computer based technology and bilingual glossaries, dictionaries and textbooks.

15. The programs that are offered as apart of the core instructional program and as supplemental services are age and grade appropriate. Achieve 3000 is one of the programs that differentiate reading texts at the appropriate reading level without causing embarrassment to the student who is 16 but is still at a very low level.

16. Bronx High School of Business offers an orientation for new students to introduce them to the school community prior to the start of the school year. During this orientation, students and parents are introduced to the curriculum, safety and attendance policy of the school. This information is provided verbally and in writing in English and the native language.

17. Last school year, students were offered Spanish and French; Spanish is the only language that is being offered this school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Bronx High School of Business and our network offer a variety of Professional Development (PD) for ELL personnel; this included the Assistant Principals, Principal, Parent Coordinator, related service providers, and teachers. Professional development is facilitated by CEIPEA, coaches, Assistant Principals and Master Teachers These PD sessions are aligned to the goals and the needs of the school. PD is also offered based on the individual goals that are set by teachers. Since we are a restart school, we are mandated to use the Danielson Frame work for instruction. We offer a series of PD on the Danielson rubric. This includes PD on questioning and discussion, classroom environment, student engagement, classroom routines and using assessment to guide instruction. ESL personnel are required to participate in PD on differentiation strategies; this includes the use of Achieve 3000. All teachers have a common planning period, and this is used for curriculum development and lesson planning. Teachers are encouraged to attend PD on the use of the SmartBoards to make lesson more interactive.

As a result of the instructional expectation outlined by Chancellor Walcott, all teachers and administrators are participating in a series of workshop around the building instructional units using the Common Core State Standards. This series of workshop is being lead by our Network- CEIPEA. The work is based on revamping our units of instruction so that there is a greater level of text complexity and college and work place applications.

Teachers are required to use ARIS Learn to complete a self assessment and participate in individualized PD to improve growth areas. In a few weeks, CEIPEA will begin to coach all teachers on the use of the SIOP planning model. The focus of this model is to include language objective as a central element in all instructional planning.

The school has purchased coaching services from Datacation; coaches work with teachers two times every week to improve lesson delivers, questioning and discussion and differentiation. The coaches are also involved in the creation of an inquiry cycle with emphasis on looking at students' work.

All teachers meet with our Data Specialist- Craig Antelmi to review and analyze NCLB performance data. In these sessions, teachers identify students in the cohort and examine their performance levels and develop strategies to improve their grades.

All teachers at Bronx High School of Business have a common planning period. This gives us the chance to create professional learning communities. In these learning communities, teachers have the opportunity to share and listen to best practices from colleagues and coaches.

2. The introduction of the SIOP model will also provide the scaffolding strategies that teachers can use to help students develop language make the transition from middle school to high school. Our students are provided with advanced courses to help with the transition to college. Students participate in College Board courses and participate in college prep seesions with the college advisor- Ms. Nibbs. Students participate in college trips and college fairs. These activities are geared to help them with the transition to college.

3. All teachers will participate in SIOP training conducted by Prentice Hall. The aim of PD series is to recognize the importance of having a language objective as well as an instructional objective.

Calendar for semester 1

September -October-Danieson Framework for teaching- Questioning

November-SIOP, Danielson-Designing coherent instruction, questioning, engaging students in learning

December-SIOP, Danielson

January- SIOP, Danielson

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. The involvement of parents is important to the success of our school, and there are many ways in which we attempt to increase parental involvement. Bronx High School of Business has a Parent Coordinator who speaks English and the dominant second language- Spanish. The Parent Coordinator conducts outreach to parents to inform them of vital school information, programs and meetings. The Parent Coordinator plans workshops for parents and works with the PA president to organize and facilitate PA meetings. At these meetings, parents are provided with information about programming, budget and school data and graduation information. Parents are also part of the School Leadership Team (SLT). As a member of the SLT, parents play a key role in setting goals for the school. Translation services are available at these meetings to assist parents whose first language is not English.

Title III funds are used to pay for a Saturday Academy for parents; parents are offered English classes and a computer class. Parents receive assistance with preparing documents such as job application and resume writing. The classes are taught by a certified ESL and Business teacher. Bronx High School of Business also offers parent a Saturday Guidance Academy; parents of at risk students are invited to attend these sessions to discuss graduation and credit accumulation.

The school partners with Bronx Lebanon Hospital to provide workshops and health fair which benefits the parents. At these fairs, parents receive free medical services and receive health care advice.

Services are offered to parents based on the feedback at PA and SLT meetings. The school environment survey provides valuable information about the needs of parents.

Translation services are provided to all parents through the use of interpreters and

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)										8	7	3	0	18
Intermediate(I)										13	16	10	7	46
Advanced (A)										6	5	6	5	22
Total	0	0	0	0	0	0	0	0	0	27	28	19	12	86

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P										12	8	8	11
READING/ WRITING	B										8	6	2	0
	I										14	13	11	7
	A										6	5	7	5
	P										0	1	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	42		19	
Integrated Algebra	45		18	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	7		0	
Living Environment	27		13	
Physics				
Global History and Geography	15		8	
US History and Government	63		20	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. The LAB-R is the first assessment tool that is used to determine the language proficiency of new LEPs. We will investigate the use of ELLD as an assessment tool in the identification of SIFE. After the initial placement, all students, including English Language Learners are assessed using Achieve 3000 which is a part of the core instructional program. Results from Achieve 3000 indicate that LEPs need extensive support in reading and writing. We have recently begun the whole school screening using Star Reading which is a screening and progress monitoring online tool. This tool will give us a more informed needs assessment because it will show us the specific areas that our students need remediation in. The Acuity assessment will be administered later in the marking period.

2. A review of NYSESLAT data by ESL teachers and AP indicate that most of the students who are beginners in speaking and listening are in grades 9 and 10. As students move to grades 11 and 12, they perform better on the speaking and listening tasks. The results further indicate that most of our students are performing at the intermediate level; more than 50% of the students tested were classified as intermediate. The data shows that almost all students are performing at and above the intermediate level in the listening and speaking section of the exam. Almost 50% of students scored at the proficient level in listening and speaking. Students are performing less favorably on the reading and writing section. Almost 70% of tested students score at the beginner or intermediate level.

3. Students' NYSESLAT scores imply that more explicit instruction in English, as a Second Language must take place in reading and writing. Additionally, student must master these skills in order to produce complex compositions that are needed for New York State Regents Exams. Students need to receive rigorous instruction in comprehending principles and concepts in content area as well.

4. ELL periodic assessment has been used to inform the instructional planning of teachers. It identifies the standards and the skills that our students are proficient on and indicate the areas for improvement.

The results have the following implications

- The results indicate that we need to increase the opportunity for students to engage in literacy
- Students need to be exposed to literacy in all subjects areas
- ESL teachers need additional preparation in teaching literacy
- Additional professional development is needed to help teachers differentiate instruction for the different levels of proficiency.
- Parents and students need to be more informed of the importance of sitting for the exam.
- Non- ESL teachers need additional professional development on implementing ESL strategies in their lessons.
- ELL students are scheduled for a special writing course in order to help them improve composition skills and gain mastery over grammatical and mechanical structures.
- ESL teachers provide students with intensive preparation for the two writing tasks on the ELA Regents Examination.
- ELL students are referred to AIS tutorial classes, taught by licensed ESL teachers, during Saturday School.
- ESL teachers use balanced literacy methodology, and follow the standard Ramp-Up lesson plan, to equip students with the reading strategies necessary to comprehend written material.
- A special component of our program is that ESL teachers, in addition to providing double-period instruction in ESL, co-teach students' subject area classes, as literacy and ELL specialists. In this fashion, they are able to provide students with content-area support in reading and writing and, when necessary, to help content-area teachers diversify instruction in order to address the needs of English Language Learners.

- As a school we must move quickly to purchase research based literacy programs to strengthen our literacy program
 - In addition to Achieve 3000, we will purchase ELLis Academic and Write to Learn to improve the writing skills of LEPs.
5. We do not have a dual language program.
6. The success of programs are measures using growth on NYSES LAT and Regents exam. While it is good to examine final outcome, we must be mindful of where the students started out and the progress that he/she is making.
- Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Bronx High School of Business</u>		School DBN: <u>09x412</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Enrique Lizardi	Principal		
Fay Brown	Assistant Principal		
Patricia Muller	Parent Coordinator		
Vilma Delgado	ESL Teacher		
	Parent		
Craig Antelmi	Teacher/Subject Area		
	Teacher/Subject Area		

School Name: Bronx High School of Business

School DBN: 09x412

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
	Coach		
Ebony Reid	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 9x412 **School Name:** Bronx High School of Business

Cluster: 5 **Network:** CEI-PEA

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.

The data used to determine our school's written language and interpretation needs was derived from ATS and LAP data. According to our most recent LAP, the predominant language of our ESL students is Spanish. Of the 94 ESL students at Bronx High School of Business, 87 of them home language is Spanish. The other 7 are Bengali, French, and Haitian Creole.

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.

According to our most recent LAP, the predominant language of our ESL students is Spanish. Of the 94 ESL students at Bronx High School of Business, 87 of them home language is Spanish. The other 7 are Bengali, French, and Haitian Creole. The data indicates that there is a need to provide translation and interpretation service to 23% of our parents. The findings will be discussed at our next Faculty Conference, and teachers will be reminded that written communications to parents must be done in English and the preferred native 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.

Translation service is provided to parents according to the language needs of the parents. Upon entry into the school, the home language need is ascertained using an informal interview. If the home language is other than English, the parents are provided with documents such as the Home Language Survey, the video of the three programs and the program selection form in their native language. (This is outlined in our LAP document.) Communication about entitlement, continuation and non entitlement letters are mailed home in English and the requested home language.

Documents are translated in the preferred language as indicated by the families. All parents will be provided with an English version as well as the alternative language. Most documents are translated by members of our staff. Staff also provide oral translation services. There are staff members who can provide services in Spanish- the dominant language of our student population. External translation services are used for languages such as Bengali from the DOE Translation and interpretation unit. The school will provide translated documents to parents that contain individual, student-specific information regarding, but not limited to a student's health, safety, legal or disciplinary and entitlement placement in ESL and Special Education.

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.

When Families and students indicate the need for oral translation services, this need will be met by the school. In-house staff members are available to provide translations services in Spanish, Albanian, and Jamaican Creole. When members of staff are unable to provide oral translation services, translation services is requested from the DOE Translation and Interpretation unit. The school will make use of in person translation service or on the phone translation, depending on the need.

The school will provide oral translation service at all parent gathering. This include Parent Teacher Conference, Parent Association meetings, workshops for parents, orientation, academic intervention conferences, guidance conferences.

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 High School of Business believes that parent involvement is central to the success of students. In light of this, we will attempt to provide a welcoming environment for all families regardless of English proficiency. All students and their families are informed of the interpretation and translation services provided by the school. Critical documents are translated; these include Home Language Surveys, Program selection, academic policies, promotion criteria, guidance related letters, placement in Special Education and ESL, disciplinary letters.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Bronx HS of Business	DBN: 09X412
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 109
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
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: Rationale: There are 109 ELLs at Bronx High School of Business. We offer these students a free standing ESL program, and students are programmed by proficiency levels. We will offer a Saturday School Academy to ELLs in an attempt to increase language acquisition and to boost performance of state assessment. The ESL subgroup is one of the groups that is struggling on the ELA and the Math regents. This directly impacts the AYP for the cohort as well as the subgroup calculations.

Subgroups and grade level of students to be served: The supplemental program will cater to all ELLs in grades 9-12.

	9	10	11	12	Total
Spanish	24	31	30	16	101
Bengali	01	00	01	00	02
French	01	00	02	00	03
Other	02	00	00	01	03
Total	28	31	33	17	109

Schedule and duration: The Saturday Academy will be for 22 Saturdays from 9-1. There will be two sessions of ESL instruction. Each session will be two hours in length.

Language of Instruction: The primary language of instruction will be English. Native language support (see materials) will be used to make content comprehensible to students.

and type of certified teachers: In order to accomodate different levels, two fully certified ESL teacher will provide instruction in the two ESL sessions.

Materials: The variety of instruction materials will be used in aid in language acquisition and making content comprehensible. Nova Net- a research based Regents prep program will be used by the ESL teachers to prepare the students to pass New York State Regents assessments. The ESL teacher and students will utilize ELLis Academics and Writer to Learn to build vocabulary development and writing skills. NYS approved bilingual glossaries will be used by students to help with comprehension.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Rationale: Our most recent quality and JIT review indicate a need for stronger instructional practices in all subjects. This include Title III teachers and all teachers of ELL's

Teachers to receive training: All teachers including ESL and Title III teachers.

Schedule and Duration: Professional development on the use of research based strategies will be ongoing throughout the school year. In alignment with the instructional expectations of the city, teachers will continue to receive intense PD on the Danielson Framework for Teaching. Teachers will participate in PD on the common core and its applications to ESL. On November 6, 2012, and throughout the year, teachers will participate in professional development on the use of the SIOP model in instruction. All teachers are expected to attend and participate in this PD.

Topics to be covered: Teachers will learn the domains and components of the Danielson Framework and its application to the classroom. This includes but is not limited to

Knowledge of adolescent development

Knowledge of students' interest and cultural heritage

Knowledge of students' special needs

Appropriate materials and resources

Instruction groups

Lesson and unit structure

Teacher interaction with students

Student interaction with students

High expectations

Monitoring and responding to behavior

Tone and environment in the classroom

Questioning and discussion

Depth of knowledge

Part C: Professional Development

Using assessment to monitor instruction

Teachers will also engage in series of PD around the Common Core Curriculum, SIOP and looking at students' work

Name of Provider: PD on the Danielson framework will be provided by the Network-CEIPEA, administration and instruction coaches. The common core series will be provided by CEIPEA. Looking at students' work will be facilitated by BHSB staff. SIOP will be provided by Pearson in collaboration with CEIPEA.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Rationale: Parental involvement is an area of challenge and concern at Bronx High School of Business. We recognize that parental involvement is an important factor in the achievement of ELLs. We will offer a Saturday Institute for parents in English language acquisition to help them become proficient in the four modalities. This class will teach the basic skill of word processing to help parents complete tasks such as writing letters of application and resume writing.

Schedule and Duration: The Saturday Institute will be for 12 Saturdays from 9-1. There will be two session of English acquisition. Each session will be two hours in length.

Topics to be covered: Vocabulary development, Basic grammar, sentence structure, letter writing, resume writing, job application, interviewing skills

Provider: The classes will be taught by a fully certified ESL teacher.

Notification: Letter will be sent to parents in their preferred language. Telephone messenger will be used to notify and remind parent weekly about the institute; the messages will be translated as needed. The Parent Coordinator will provide information at PA meetings.

Part E: Budget

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

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