



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE BRONX GUILD HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x452

PRINCIPAL: SAM DECKER      EMAIL: [SDECKER@SCHOOLS.NYC.GOV](mailto:SDECKER@SCHOOLS.NYC.GOV)

SUPERINTENDENT:      **CARON STAPLES**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Sam Decker	*Principal or Designee	
Kris Bertoglio	*UFT Chapter Leader or Designee	
Arlyne Santiago	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Claudio Seda Thalia Lopez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

**Annual Goal #1** All teachers will use essential questions as starting point in planning curriculum units and to guide daily lesson planning, and as a result students all 152 students in 11<sup>th</sup> and 12<sup>th</sup> grade cohorts will demonstrate knowledge on how to formulate questions, indicate topics and make unsolicited contributions.

### **Comprehensive needs assessment**

- Classroom observations and teacher lesson plans show need re-think instructional strategies to engage students in more meaningful, real world interaction with curriculum that aligns with college and work expectations
- Student writing in classroom, homework, exams and Regents indicate need for critical thinking and student involvement in tasks that are more open ended and lead to problem solving skills that translate across academia and real world situations
- Weekly professional development indicates a need to create more rigorous instruction aligned to Big Picture School models of inquiry and independent work

### **Instructional strategies/activities**

- Teachers will post all curriculum units, in all subjects, in all subjects on Atlas Rubicon, an online curriculum mapping and development program
- Teachers will post daily essential questions for each period of instruction
- Year long PD plans focus on essential questions and backward design elements
- School wide literacy team will lead monthly PD sessions on questioning
- Observations will focus on alignment of essential questions, classroom instruction, lesson plans and teacher designed assessments
- Weekly teacher check-ins with either principal or assistant principal include feedback and coaching on effectiveness of essential questions and development of lesson plans
- Special Ed coordinator will coach teachers on using Essential Questions as starting point for differentiating instruction for students with special needs
- School will print and disseminate manual and guide book of independent project development, development of Learning Through Internship Projects and questioning techniques that lead to rigorous research and student engagement
- School will present student Learning Through Internship Projects to whole community (parents, teachers, students, mentors and members of the local community) twice a year
- Principal and Assistant Principal will work with Big Picture Learning, our CBO, on elements of questioning and project development, and attend workshops and conferences sponsored by CBO
- Weekly grade team meetings will highlight student work stemming from essential questions that drive content unit plans and independent project work

### **Strategies to increase parental involvement**

- Parents will be invited to visit and observe classrooms throughout the school year
- Parents will be invited to Presentations of Learning held twice a year
- Parent conferences will highlight student work that stems from essential questions, and the alignment of classroom instruction and real world learning

**Budget and resources alignment**

- Indicate your school's Title I status: X  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 I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Full day professional development days will be utilized for unit planning around essential questions (no money)
- Weekly professional development on Wednesdays from 1:30-3:30 will be scheduled and utilized for teacher development on essential questions and lesson planning (no money)
- Presentations of learning will be scheduled in January and June (title I funds scheduled for supplies and refreshments)
- LTI instruction books printed and disseminated to staff (tax levy funds)
- Monthly meetings scheduled for literacy team after school (tax levy funds for per session )

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

The literacy team will assess student reading levels across all four grades to improve literacy in all students and to increase ELA regents passing grades in 11<sup>th</sup> grade by 3%, from 50% to 53%, or a total of 41 students passing.

### **Comprehensive needs assessment**

Student choice for independent reading from leveled class libraries typically focus on books with lower reading levels. Students struggle to read content texts and in choosing on line sources for independent projects. A school wide reading assessment confirmed that % of students are reading below grade level.

### **Instructional strategies/activities**

- Use San Diego Short Assessment to assess reading levels of all students in Bronx Guild
- Use Acuity and Mock Regents in 11<sup>th</sup> grade to assess students, and to acclimate students to Exams and monitor student progress, particularly students who are struggling with literacy
- Develop periodic sustained silent reading periods in targeted advisories
- Start to shift reading content in 11<sup>th</sup> and 12<sup>th</sup> grade to 60% informational texts, 40% literature
- Meet twice monthly with literacy team to plan literacy content and lesson plans that incorporate literacy across all contents
- Develop PD on reading strategies for all content areas
- Use protocols to look at student work for literacy
- Plan for ELA “ boot camp” prior to Regents
- Start Saturday School that is both ELA Regents and literacy focused

### **Strategies to increase parental involvement**

- Parents will be invited to visit and observe classrooms throughout the school year
- Parents will be invited to Presentations of Learning held twice a year
- Parent conferences will highlight student work that stems from essential questions, and the alignment of classroom instruction and real world learning

### **Budget and resources 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.

   x    Tax Levy       x    Title I       Title IIA       Title III       Grants       Other

If other is selected describe here:

### **Service and program coordination**

- Twice Monthly meetings of Literacy Team after school (per session Tax Levy funds)
- Saturday school scheduled for 2<sup>nd</sup> quarter of each semester (per session Tax Levy funds)
- Purchase leveled texts for each classroom, with focus on informational texts for upper grades (Tax Levy funds)
- Develop year long PD plan with sessions devoted solely to literacy strategies (no funds needed)
- Schedule mock Regents quarterly (no funds needed)

- Schedule school wide reading assessments three times during school year using San Diego short assessment (no funds needed)
- Schedule Acuity predictive for 10<sup>th</sup> and 11<sup>th</sup> grades (no funds needed)
- Utilize Special Education Coordinator in planning for professional development to ensure needs of special populations are aligned with literacy goals

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

Standardize Learning Through Internship Independent projects to assure school wide focus on literacy, independent learning and LTI as an academic experience, and to develop a scope and sequence for Independent learning used by all 298 students at the Bronx Guild.

#### **Comprehensive needs assessment**

- Historically Learning Through Internship projects have not always aligned with school wide learning goals, demonstrated rigor or college readiness
- Quality of LTI projects varies widely
- Standards of assessment vary widely, and are not always aligned with school wide learning goals
- New teachers to Bronx Guild have not always had the support and scaffolding for teaching LTI projects

#### **Instructional strategies/activities**

- Develop a 4 year scope and sequence of LTI projects and learning goals that increase in rigor and college readiness each year
- Align LTI work with work of literacy team
- Create a LTI handbook for students and teachers
- Schedule and calendar components of LTI projects over course of each semester so all students are working towards same goals and using same processes
- Schedule Presentations of Learning for each semester, across entire school community, with LTI project as main focus
- Ensure that at least 85% of all students maintain an internship
- Develop teacher site visit schedules for weekly conferencing with students and mentors
- Develop and use protocols for looking at student LTI work

#### **Strategies to increase parental involvement**

- Parents will be invited to visit and observe classrooms throughout the school year
- Parents will be invited to Presentations of Learning held twice a year
- Parent conferences will highlight student work that stems from essential questions, and the alignment of classroom instruction and real world learning

#### **Budget and resources alignment**

- Indicate your school's Title I status: X  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.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Use weekly professional development time to instruct and coach teachers on LTI process (no funds needed)
- Create and disseminate LTI handbook for students and teachers (tax levy funds)
- Schedule Presentations of Learning at end of each semester across all grades (no funds needed)
- Create online site visit schedule tracker and check in with each teacher weekly on site visits (no funds needed)
- Develop 4 year scope and sequence of LTI and independent learning (tax levy funds for per session)
- Coordinate Internship site search and maintenance between Internship Coordinator and Classroom Teachers (tax levy funds)
- Schedule weekly grade team meetings to coach and scaffold LTI process (no funds needed)
- Utilize Special Education Coordinator to coach teachers to align LTI goals with needs of Special Populations

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

Math teacher team, which consists of 5 math teachers and the Principal, will begin to develop curriculum that is inquiry and project based to help students develop procedural fluency and construct viable arguments in mathematics and critique arguments of others

#### **Comprehensive needs assessment**

- Historically Regents pass rates above 75 have been low
- Only 15% of Bronx Guild students are taking advanced math courses
- 88% of Bronx Guild students who attend college take a remedial math course in college

#### **Instructional strategies/activities**

- Twice monthly math teacher team meetings to analyze current instructional practices and develop inquiry based curriculum
- Provide math coaching from network to help with development of inquiry based instructional practices
- Classroom inter-visitation of math teachers to observe and offer feedback to peers
- Development of action plan for math literacy across 4 year scope of content, including math vocabulary and essential math readings
- Develop protocols to look at student work that is inquiry based and project based and stems from construction of arguments and critiquing arguments of others
- Develop rubric to identify procedural fluency in math
- Develop assessment tasks that align with CCLS goals
- Provide PD that looks at argument from both a literacy and numeracy lens

#### **Strategies to increase parental involvement**

- Parents will be invited to visit and observe classrooms throughout the school year
- Parents will be invited to Presentations of Learning held twice a year
- Parent conferences will highlight student work that stems from essential questions, and the alignment of classroom instruction and real world learning

#### **Budget and resources alignment**

- Indicate your school's Title I status: X  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.

  X   Tax Levy      X   Title I               Title IIA               Title III               Grants               Other

If other is selected describe here:

#### **Service and program coordination**

- Schedule twice monthly math team meetings (tax levy funds for per session)
- Schedule class room visits for math team members (no funds needed)
- Provide math PD and consultation from network during school year (no funds needed)
- Schedule planning time for math teachers both during school and after school (tax levy funds for per session)
- Provide math materials and manipulatives (Title I funds)
- Attend workshop on CCSS math tasks (tax levy funds)



### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

Students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science. Students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.

#### **Comprehensive needs assessment**

The alignment of units to the Common Core Standards is part of the citywide instructional expectations for the 2012-2013 school year.

Alignment of units to the Common Core provides an opportunity for teachers to deepen understanding of the instructional shifts emphasized by the new standards and continues the school wide professional development emphasis on unit development.

Experiencing units aligned to the Common Core standards helps students develop college and career readiness.

#### **Instructional strategies/activities**

- Teachers will engage in monthly professional development addressing the Common Core State standards.
- Teachers will examine teacher work and student work and revise units monthly during grade level and content level meetings.
- Teachers will use Rubicon Atlas to capture and track unit development.
- Student progress will be tracked via the Skedula online grading system.
- Teachers will participate in off-site professional development on CCSS

#### **Strategies to increase parental involvement**

Parents are invited to attend Presentations of Learning at the conclusion of the term. Students will use this opportunity to exhibit and discuss some of their learning from the Common Core aligned units.

#### **Budget and resources alignment**

- Indicate your school's Title I status: X  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 I     Title IIA     Title III     Grants     Other

If other is selected describe here:

#### **Service and program coordination**

- Chancellor's PD on January 28th will be used in part for Common Core PD and unit planning for the Spring 2013 term. (no funds needed)
- Teachers participate in weekly professional development sessions partially devoted to the Common Core standards on Wednesdays from 1:30-3:30 PM. During this time, teachers also meet in grade level teams for common planning time. (no funds needed)
- School has purchased Rubicon Atlas online system as a portal for teachers to develop and share unit plans and samples of student work. (no funds needed)
- Teachers will participate in offsite professional development on the Common Core Standards (tax levy funds)



**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	Independent project work connected to internship, literacy strategies embedded across curriculum, leveled reading texts, Saturday Academy, Content area boot camp, one on one work with content teacher	Small group, one on one tutoring, on line learning programs, individualized project work	During school, after school, Saturday School, before internship
Mathematics	Independent project work connected to internship, literacy strategies embedded across curriculum, leveled reading texts, Saturday Academy, Content area boot camp, one on one work with content teacher	Small group, one on one tutoring, on line learning programs, individualized project work	During school, after school, Saturday School, before internship
Science	Independent project work connected to internship, literacy strategies	Small group, one on one tutoring, on line learning programs, individualized project work	During school, after school, Saturday School, before internship

	embedded across curriculum, leveled reading texts, Saturday Academy, Content area boot camp, one on one work with content teacher		
Social Studies	Independent project work connected to internship, literacy strategies embedded across curriculum, leveled reading texts, Saturday Academy, Content area boot camp, one on one work with content teacher	Small group, one on one tutoring, on line learning programs, individualized project work	During school, after school, Saturday School, before internship
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, mediations, Pupil Peer Review (kid talk), parent conferences, academic choice conferences	Small group, one on one tutoring, on line learning programs, individualized project work	During school, after school, Saturday School, before internship

### 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.

Teachers at the Bronx Guild work in grade teams to plan, strategize and participate in kid talk. Teacher leaders are developed through this process, with one teacher leading each grade team. Teachers are also part of PD planning, and create initiate school wide programs as they see the need. Teachers receive weekly coaching, frequent short observations that are coaching in nature rather than evaluative, and participate in weekly professional development. Through these structures and activities we work to develop and retain qualified teachers.

We visit hiring fairs, use our network, and our CBO Big Picture to identify potential candidates . When possible, we support outside professional development and education of teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

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**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 1<sup>st</sup> 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**  
**CAN 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 1<sup>st</sup> 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 <b>Chris Groll</b>	District <b>8</b>	Borough <b>Bronx</b>	School Number <b>452</b>
School Name <b>The Bronx Guild</b>			

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

Principal <b>Sam Decker</b>	Assistant Principal <b>Meghan Best</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Sarah Moore</b>	Guidance Counselor <b>Candice Reyes</b>
Teacher/Subject Area <b>Claire Zaglauer</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Marge Whitehead</b>	Parent Coordinator <b>Juan Benitez</b>
Related Service Provider <b>Shanita Wililams</b>	Other <b>type here</b>
Network Leader <b>Gillian Smith</b>	Other <b>type here</b>

### 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	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>19</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>306</b>	Total Number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>7.52%</b>
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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. 

Paste response to questions 1-6 here

New Students are identified as ELLS either through existing data in ATS or ARIS, or through interviews with student and family, within 10 days of admission. The initial assessment is done by admissions committee, and if further testing is needed the school's Learning Specialist, who is Bi-lingual Special Ed certified. NYSESLAT is administered by literacy specialists, and this year we will be assisted by an outside consultant.

Our school is an independent project internship based program that requires students to be on internship 2 days a week., with push in pull out language instruction during the three days students are at school. We also provide supplementary instruction as needed. We inform parents of our program in writing, in an informational evening for new parents, and during home visits. Historically parents choose to keep their students in our school, within our program.

As part of the admission process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an informal oral interview with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by the esl teacher who speaks the parent's native language or with the help of translator. If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed in a free standing ESL class. A letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program.

Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible.

The Pupil Accounting Secretary is responsible for the administration of the Home Language Identification Survey. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission.

Given the options, parents have chosen free standing ESL classes, as it aligns with our school mission. Parents are brought in as partners with our internship and advisory program to be advocates for their child's education and help with language acquisition.

# 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										6	5	9	3	23
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	5	9	3	23

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	10
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0
ESL	4	0	1	8	1	0	11	1	7	23
Total	4	0	1	8	1	0	11	1	7	23

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	0	0	0	0
Chinese														0
Russian														0
Bengali										0	0	0	0	0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	5								5	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>						

**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										5	4	9	1	19
Chinese														0
Russian														0
Bengali										1	1	1	2	5
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>24</b>								

## 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?

Paste response to questions 1-7 here

Certified ESL teachers are assigned as internship/academic support for students designated ESL. Teacher meets with students at least 2 times a week, and weekly with student's advisor to plan support. In addition students are provided with on-line language program software to work independently. The internship program is a rigorous program of research, writing, oral presentation and media studies that focuses on literacy development, done during the school day and is above and beyond mandated ESL services. Students designated as ELLs also receive college counseling and intervention in order to prepare for life after high school.

The Bronx Guild High School that currently provide instruction for a total of around 306 students. The school is located in the Bronx, and we share a building with 7 other schools in what was formerly the Stevenson High School campus, we share the cafeteria, gymnasiums and library with the other schools. Most of our students are from a low socio-economic background and so are eligible for free or low-cost lunches.

The number of ELL students is relatively small (23 students ranging from Grade 9 to Grade 12). We have adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in the majority of our classrooms, and have capped class size at around 30 students, and where possible have reduced that number even further. Currently 10 of our staff are fluent in Spanish, with 1 staff members fluent in Haitian Creole. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of these students.

8 of our ESL students receive special education services in accordance with the requirements of their IEPs. Content area teachers are also provided with copies of the IEPs so that they may become familiar with the special needs of those students who may have been programmed in their classrooms. Long Term ELLs receive extra support and tutoring.

We provide the ESL students with the mandated number of minutes as stated in New York State Chancellor's Regulations Part 154 through a process of inclusion, push in and pull out with esl teachers, teachers who speak the students native language, and mentors from the internship program.

### 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

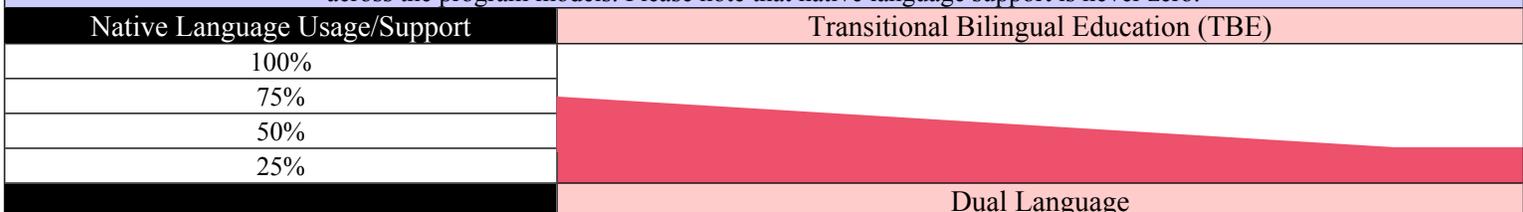
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

Because the ELL population is small and ranging from Grade 9 to Grade 12, the Bronx Guild currently only offers a Push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms. In this way,
- Programming Special Needs ELLs in classes with a Para-Professional who is fluent in their first language and so is therefore capable of providing language support.
- Collaborative planning between the ESL and ELA teachers.
- Scaffolding in instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
- After-school tutoring programs and homework help
- Regular conferencing between ESL and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.
- Use of bilingual and ESL dictionaries and glossaries in the content area classrooms,
- Conferencing with ELLs in and out of classroom.
- Assessment through formal and informal assessments, and running records.
- Use of a variety of high interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
- Use of material to familiarize ELLs with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).
- Extended time opportunities for students such as after-school classes in ELA and Math content area classes.
- AIS through after school and Saturday Regents prep classes

In addition, students work with a mentor 2 days a week in internship where language learning is reinforced in real world, relevant work that includes an academic project.

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies and Science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exam papers and the text "Empire State NYSESLAT". The ELLs are also programmed in Computer Technology Literacy classes where they are encouraged to use the search engines like Yahoo.com and Bing.com on the computer to find information relevant to their studies.

All ELLs (intermediate and advanced) are fully served according to the mandated number of instructional minutes to be provided. This is done through use of after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content

teacher's request, for individual attention.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive testing accommodations such as extra time, separate location and use of glossaries and dictionaries. This will continue as long the students need such accommodations but not for more than two years.

### **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.

Paste response to questions 1-3 here

At the Bronx Guild development for teachers is provided by the administrative staff as well as CFN Network support and collaborative Grade Team Inquiry and professional development.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math, Social Studies and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- How to use ARIS and ACUITY Periodic Assessment to gather relevant data.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

### **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?

Paste response to questions 1-4 here

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs. We offer Rosetta Stone log ins to parents who want to learn English. We survey parents to evaluate needs.

- PTA meetings once a month with outreach to parents of ELLs.

- Parent volunteers are encouraged to spend time and assist in school.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2				2
Intermediate(I)										2	3	1	1	7
Advanced (A)										2	3	2	1	8
Total	0	0	0	0	0	0	0	0	0	6	6	3	2	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0		
Integrated Algebra	8	3		
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2	1		
Physics				
Global History and Geography	3	2		
US History and Government	3	2		

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The ESL program of this schools aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2011, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill, and somewhat stronger in Reading, while their greatest strength is in listening and speaking.

There will implications on the ESL instructional program based on the assessment of the NYSYSLAT 2011 as well as other assessment such as ACUITY, classroom exams, formal and informal observations, and the New York State tests in Mathematics, ELA, Social Studies and Science.

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.

- Close collaboration between the ESL teacher and Content Area teachers on identifying and correcting specific deficiencies in individual students.
- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.
- Use of ESL dictionaries (The American Heritage English as a Second Language Dictionary), and glossaries in a print-rich classroom environment.
- P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities, as well as prepare for Regents exams.
- Academic intervention as required to foster students' academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in Mathematics.
- Providing opportunities for negotiating academic language in Mathematics, social studies and science.

All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

### 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

Our Internship Program allows all our ELLs, regardless of proficiency, to use language in real world settings, aligned with relevant and rigorous academic problem solving.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 08x452**

**School Name: Bronx Guild**

**Cluster: 4**

**Network: 403**

**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**

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

We look at home languages of each our students and their families. Because our school is built on having small teacher to student ratios and very close relationships with our students and our families we know our students very well. Teachers are responsible for frequent communications with families, and must know what language the families wish to use to communicate.

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.

We meet with families at the beginning of the school year and introduce our community to each other, specifically new families. We provide data on school populations and make up in all aspects. Translators are available among the staff to make sure each family understands and is welcomed.

## Part B: Strategies and Activities

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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.

School staff translate all written documents. Currently a member of the staff is fluent in each of the languages among our school population.

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.

School staff translate all written documents. Currently a member of the staff is fluent in each of the languages among our school population.

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>.

This information is given to parents both orally in school family partnership meetings and in our welcome letter that is sent home at the beginning of each school year .