



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONXWOOD PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X514

PRINCIPAL: JANET GALLARDO EMAIL: JGALLAR@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
Janet Gallardo	*Principal or Designee	
Jude Lynch	*UFT Chapter Leader or Designee	
Ms. Maxine Clarke	*PA/PTA President or Designated Co-President	
Joseph Depiro	DC 37 Representative, if applicable	
Horace William Kameka Salmon Alexis Bedolla	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia Rinaldi	Member/UFT	
Dimitry Morgan	Member/UFT	
Angela Collington	Member/PA member	
	Member/PA member	
	Member/	
	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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

External School Curriculum Audit Critical Key Finding #2

Instructional Rigor- *“Observation data indicated that in the majority of classrooms observed (80 percent) of teachers primarily focused on procedural practice with a few explicit connections of procedures and information to meaningful key concepts. In a minority of classrooms (20 percent) teachers introduced and reiterated procedural practice while emphasizing appropriate conditions and characteristics of key concepts. However, this was far from consistently observed.” (ESCA, - 2011, Page 3)*

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.

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013, School Leaders will conduct 4 formal observations and a minimum of 2 informal observations for each teacher using selected components of Danielson Framework Rubric for Teaching (3b-using questioning techniques) to provide meaningful feedback pertaining to activities and assignments which cognitively engages all students and improves teaching practices to augment student achievement for the 2012-13 SY.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Teachers will self-assess areas of development and or improvement based on selected components of the Danielson rubric.
 - Individual growth and teacher improvement plans will inform pedagogical areas of growth and will outline structures/strategies that must be put in place and or created to increase learning outcomes.
 - Informal observation tool will address areas of teacher development and will support instructional growth along a scale or metric based on the Danielson Framework.
 - School leaders will periodically meet with teachers to review the informal observation researched tool. School Leaders will provide informative and qualitative feedback and or coach staff on findings.
 - Professional development will continue to norm Danielson’s researched expectations and will allow for comprehension of observation tool.

- In addition to studying common assessment data to inform instructional process, teachers will collaborate and reflect in teacher teams using their reflective observation tool.
- Based on reflective tool analysis, teachers will collaborate to develop interdisciplinary strategies that will be promoted/implemented in the class.
- Revision of lesson plan templates will take place to foster uniformity and encourage the language of the researched based rubric.
- Coaches in all content areas will work to support the instructional process by working with the informal observation tool and engaging teachers in intelligent and reflective dialogue.
- We will work with network instruction specialists and consultants to support our instructional objectives for this goal.

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: Fair Student Funds

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

10-12 teachers/ 2 hours a week/ twice a week/ per session

1 Supervisor/2 hours a week/twice a week /per session

General Supplies Needed –paper, toner, usb drives

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

External Curriculum Audit Recommendation # 3

“Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding.” (ESCA, 2011, Page 5)

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.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Teacher teams will have met weekly to gather, interpret, evaluate and analyze data to implement research based instructional strategies to minimize achievement gaps and improve passing rate Regents scores in Living Environment Regents by 3% by June 2013.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Utilize budget to hire a Science coach to continue working with the teachers on: curriculum mapping, curriculum development; differentiated instruction; research development; project-based learning; cooperative learning; class management strategies; thinking skills assessment and rubric development.
- Support Organization/Network 603 Instruction Specialists will support science teacher teams by providing presentations and professional development on: teaching science instruction; teaching academic content (science) to English Language Learners and students with Special Needs; using specific texts and or instructional tools to make academic content more comprehensible; development of student goals.
- School Leadership will frequently meet with teacher teams to review data analysis; progress toward strategy development; to provide feedback and engage in constructive collaboration.
- Science and other instructional coaches and Administration will frequently meet with teacher teams to support the data analysis process and implementation of interim assessments.
- All content based Teacher Teams identify students in need of meeting 65% and or higher criteria. Engage students in simulated regents’ examinations and by measure of inquiry perform question item analysis.
- All Teacher Teams performed interim assessment analysis and create strategies to meet standards not met.

- Teacher Teams will demonstrate common meeting times for instructional planning and shared-decision making.
- The budget will be used to offer teacher teams per session hours to plan professional development; develop curriculum maps; plan and or create standards - based rubrics and strategies for improving student outcomes.
- Teachers will use Castle Learning to develop rigorous interim assessments; remediation assignments or tutoring work products that support New York State standards.
- We have purchased educational software Board works for science team and will utilize it to enhance student learning and engagement.
- Teacher Teams study Periodic Assessments and Performance Series, which will be utilized to help the school identify skills where students need improvement. Performance Series is propitious because it assists in identifying a student's grade level in math and or ELA. Acuity Assessments provide item analysis and illustrate areas of improvement and or progress. Other systems that provide data are the ITT Data Tool, ARIS and ATS; we use the aforementioned reports as one way to identify trends and patterns among students in different subject areas. This information gives us information to make budgetary decisions regarding programs

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: Fair Student Funds

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

10-12 Teachers per session/twice a week/2 hours

1 supervisor per session/four times a week/2 hours

General Supplies Needed paper, toner, usb drive, board works, castle learning



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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

External Curriculum Audit Recommendation #4

“Ensure that instructional strategies integrate high-quality feedback between the teacher and students or among students. Such feedback expands student understanding. (ESCA-2011, Page5)

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, core content based departments will produce two CCLS units per subject (1 in Fall, 1 in Spring) to improve student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - School wide faculty meetings will be held once a month to address goals for teachers within the departments; personal and professional PD plans, teacher progress of Depth of Knowledge and CCLS and teaching and learning clinics will take place.
 - Content-based Coaches will work with teacher teams to interpret, explain, apply and implement the language of the Common Core Learning Standards.
 - In order to include teachers in the decision making process, grade teams will meet daily for common planning time/Standards Assessments
 - Each department has goals/objectives that it will meet each unit based upon the school calendar and DOK
 - Teachers will be provided with formal and informal observation reports after each observation.
 - School leadership, teacher teams, coaches and network instruction support staff will review, and critique CCLS units.
 - Teachers have access to ARIS, which will inform DYO and interventions, progress work on CCLS and Bloom's/DOK.
 - We will use inquiry assessment data and a thinking skills approach to focus learning targets. Our aim is to increase student academic content comprehension by targeting specific literacy skills; focusing our attention on learning skills such as: compare and contrast; interpretation as a skill and cause and effect. The rationale behind our approach is to give students more opportunities to learn by measure of self-exploration; formulation of critical thought and or analysis,

and to essentially, further meta cognitive development. Research has shown that students with high literacy proficiency skills typically have a high potential in achieving academic success.

- Workshops will take place at least twice a semester to give students a sense of knowledge regarding transcript comprehension and the importance of completing specific course work material. We will continue to collect, and evaluate student work in the inquiries and develop appropriate and or needed systems or structures to tackle areas in need of improvement(s). This work will be considered, as units of study are planned.
- School Leadership will conduct qualitative professional development on designing coherent curriculum; based on Grant Wiggins and Jay Mc Tighe’s research on Understanding by Design. The rationale, for this is to guide our teachers in the conceptual and purposeful development of a unit plan. Our plan will be accomplished by measure of modeling and teacher engagement in concrete unit development tasks; that by this process, standards-based CCLS aligned unit plans will be the result; that by consequence of unit formation and development, ultimately, student comprehension and learning will increase. The research requires that teachers develop concrete goals; that those goals are varied as to include: transfer, knowledge; skills and meaning goals; that understandings, essential questions; declarative and procedural knowledge; evidence (performance tasks) and learning plan be aligned to meet a common purpose.
- By June 2013, the core content CCLS aligned units will be delivered and student work produced, collected and reviewed by peers and administration; and, revised for the school year 2013-2014.

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: Fair Student Funds

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

15-20 teachers/4 hours per week/ twice a week per session

5-7 teachers/3 hours per week/Saturdays per session

1 supervisor /4 hours per week/3x a week per session

1 supervisor/3 hours/Saturdays per session

4 content area coaches f-status and Fordham University/twice a month

General Supplies Needed paper, toner, books for resources for teacher development, content based materials and curriculum

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“My school offers a wide enough variety of classes and activities to keep me interested in school (5)” (Learning Environment Survey 2011-2012-Students-Page 9)

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will increase the availability of clubs, teams and programs by 15% for our students to respond to students’ social, emotional and developmental health needs in order to increase students’ overall achievement.

Instructional strategies/activities Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- We will Increase extra-curricular activities, clubs and events which will further improve school communication and build community.
- We will Increase the number of grade level assemblies pertinent to graduation requirements; events, internship opportunities and community service projects and or research opportunities.
- We will schedule periodic celebrations regarding student achievement; schedule parental events; host staff/students of the month recognition ; host staff/student retreats, trips ; establish the creation of a reward system for staff, students, and parents; we will host multicultural celebrations around holidays for staff, students, and parents; so that we might revel in the joy of diversity.
- We will work with the Office of youth Development and network and school-based support team to provide appropriate supports to our students.
- We will collaborate with the Public School Athletic league and The Small School Athletic Association to increase our school Sports team offering,
- We will develop a comprehensive structure for a school-based intramural league, which will encompass most athletic sports.
- School-based teams will collaborate with external partners to increase internships, community service; and student leadership.
- School leadership will survey students regarding clubs, program and or internship offering. This data will assess progress toward goals.

- We will also use the NYC Learning Environment Survey to assess progress toward meeting benchmarks.
- Potential timeline for implementation : February 2013-December 2013

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: Fair Student Funds

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

10-12 teachers/per session/4 hours per week

1 Supervisor/per session/4-6 hours per week including Saturday

General Supplies Needed paper, student transportation

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“How often during the school year have you: received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child? (6.7)-Learning Environment Survey 2011-2012-Page 5)”

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we look to improve in the communication category of the School Learning Environment from 6.9 to 7.1 as compared to last year’s data to strengthen student support through improved communication with all stakeholders so that students’ strengths and needs are identified and used to augment learning.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- 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 and to provide parent workshops based on needs or interest assessments.
- 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 and effectively operate within Engrade and Aris.
- 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;
- 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.
- Use the NYC Learning Environment Survey to measure the progress toward success.
- Utilize school developed parent survey and questionnaire to measure steps to success.

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: Fair Student Funds

Service and program coordination

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4 teachers per session 2-4 hours bi/monthly

1 attendance consultant-f status

1 supervisor per session 2-4 hours bi/monthly

General Supplies Needed food, incentives, transportation

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	<ul style="list-style-type: none"> • Remediation skills building • Regents review and reading • Reading and writing for organization activities • Homework review • Assignment and project review and tutoring • Review student academic standing in class 	<ul style="list-style-type: none"> • After school and morning tutoring • double instructional period blocks during the day • resource/SETTS room classes and inclusion classes during the day • Off track credit bearing classes both during and after the school day. • Differentiated Instruction and implementation of multiple learning intelligences methodology • Acuity Assessments • Performance Series • Project-based Learning application • Independent-Study Project implementation 	<ul style="list-style-type: none"> • During the day educational program. • Saturday academy • After school • During the morning
Mathematics	<ul style="list-style-type: none"> • Remediation skills building • Homework review • Assignment and project review and tutoring 	The Combination of differentiated instructional strategies, guided programming to meet at risk students' needs; extended day mentoring and tutoring; collaborative learning, project-based	<ul style="list-style-type: none"> • During the day educational program. • Saturday academy • After school • During the morning

	<ul style="list-style-type: none"> • Practice on solving mathematical equations, procedures • Regents review and preparation • Review student academic standing in class 	<p>learning; Saturday academy and holiday-break academy for credit accumulation. Evaluations like, <i>Performance Series</i> and <i>Acuity Assessments</i>, which serve as diagnostics to determine math levels and gauge student progress; will assist us in bridging the achievement gap.</p>	
Science	<ul style="list-style-type: none"> • Remediation skills building • Homework review • Assignment and project review and tutoring • Review and additional support for completion of science labs • Regents review and vocabulary skill building • Review student academic standing in class 	<ul style="list-style-type: none"> • After school and morning tutoring • off track credit bearing classes both during and after the school day • Resource room and inclusion classes during the day. • Regents diagnostic tools • Project-based Learning • excursions and independent study research 	<ul style="list-style-type: none"> • During the day educational program. • Saturday academy • After school • During the morning
Social Studies	<ul style="list-style-type: none"> • Remediation skills building • Homework review • Assignment and project review and tutoring • Regents review and 	<ul style="list-style-type: none"> • After school and morning tutoring • off track credit bearing classes both during and after the school day • Resource room and inclusion classes during the day. 	<ul style="list-style-type: none"> • During the day educational program. • Saturday academy • After school • During the morning

	<ul style="list-style-type: none"> preparation • Review of DBQs and thematic essay organization structure • Review student academic standing in class 	<ul style="list-style-type: none"> • Regents Diagnostic tool • Saturday Academy • Online Credit Recovery Tool • Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands 	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Remediation skills building • Coping skills building • Review academic status with transcripts • College preparation and review • Positive skills building for social and emotional growth 	<ul style="list-style-type: none"> • Group counseling • individual counseling • conflict resolution • Parent conferences w/content area teachers re: at risk students. 	<ul style="list-style-type: none"> • During the day educational program.

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.

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

**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.



BRONXWOOD PREPARATORY ACADEMY

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

**Janet Gallardo, Principal
Javier Trejo & Dawn Johannes, Assistant Principals**

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;

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

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

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

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

Bronxwood Preparatory Academy will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Mrs. Janet Gallardo, Principal

Date



BRONXWOOD PREPARATORY ACADEMY

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

Janet Gallardo, Principal
Javier Trejo & Dawn Johannes, Assistant Principals

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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. We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Principal Signature

Date signed

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

Thank you for your cooperation.

Parent/Guardian:

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

Parent name (print)

Parent's signature

Date signed

Student:

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

Student name (print)

Student signature

Date signed

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

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

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

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

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

2. Parents are informed about their child's three choices when the student is initially enrolled at our school and deemed eligible and/or identified as an ELL. The ESL coordinator (Mr. Munting) informs the parents of the program choices upon completion of the HLIS and viewing of the program choice video, which is available in multiple languages on the NYC Department of Education website. The video describes the three programs offered by NYCDOE – Transitional Bilingual Education (TBE), Dual Language (DL), Freestanding English as a Second Language (ESL). At this point the parent is given the parent survey and program selection form which is filled out and returned to the ESL Coordinator. Parents who request TBE will be informed that their names will be placed on a list for TBE programs. When the list contains 20 students, in the same grade, speaking the same native language, as per CR Part 154, BPA will offer a TBE program. BPA makes it a policy to answer any questions regarding the ESL program at BPA and/or other program selections. Translation through the parent coordinator (Ms. Batista) and translated materials are available.

3. For ELL's that have already been identified by previous programs and for returning ELL students, the ESL coordinator sends home several documents by mail and with the students within the first two weeks of the school year. These documents include and are not limited to:

- Continued Entitlement Letter
- Non-Entitlement Letter
- NYSESLAT Brochure
- NYSESLAT Parent Report

A call is also placed home to alert the parent that these important forms must be filled out and brought to the school as soon as possible. If the school has not received the required documentation within a week of it being sent out, another call is placed home and another set of copies is sent out by mail and with the student. If the parent or student fails to return the forms, the default program choice is TBE. All forms are returned to the ESL coordinator and stored in the ESL coordinators office. A copy is also placed in the cumulative folder for record keeping. Upon entry into the ESL program here at Bronxwood Preparatory Academy a meeting with the counselor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, parent choice and/or Informal Assessment.

4. Upon entry into the ESL program here at Bronxwood Preparatory Academy a meeting with the counselor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, parent choice and/or Informal Assessment. The ESL coordinator notifies the parent about placement into the ESL program by calling home and sending a notification (entitlement /non-entitlement/placement letters) through the mail. The letters are provided in English and in the parents' preferred language. Translation is provided by the parent coordinator, Ms. Batista.

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

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

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<p>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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/></p>	<p>school</p>
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This 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	0	0	13	5	4	10	1	9	30
Total	7	0	0	13	5	4	10	1	9	30

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9–12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

7. The ESL, special education, and content area teachers collaborate in weekly inquiry team, grade and department meetings to discuss and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our certified ESL teacher's schedule is flexible enough to allow him to provides ESL instruction to ELLs during the regular school day(through reularly scheduled classes as well as through tutoring sessions during the school day).

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

10. For the upcoming school year, we will be continuing to target full compliance with servicing our ELL population. We will continue to offer both self-contained and push-in, team teaching, models of instruction for our population. We will be offering Regents Exam tutoring services, as well as NYSESLAT Exam tutoring, for our

ELL's after school, for one hour a day, two times per week (offered by the ESL teachers). Tutoring and PM school are also available with content teachers before and after the instructional day. We will also be targeting multicultural learning experiences out of the classroom with content-focused field trips, to museums and to cultural attractions in New York City. Professional development for content area teachers regarding ELL strategies will also be offered. Staff members are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are hosted by both the content-area staff members, as well as outside consultants and specialists. Staff members have also been offered the opportunity to attend the QTEL Institute for Secondary English Language Learners training offered through the Department of Education.

11. None at this point

12. All school programs, during and after school, are open to our entire student body. Sports, including basketball, lacrosse, handball, and volleyball, are open to all students, including the ELL population. They are able to join any clubs being offered during and after school, including the Rugby club. ELL's are able to attend PM School, and all content-area teachers offer tutoring services before the start of the school day, which ELL's are free to attend. Supplemental services include ESL teachers pushing into content-area classes, and after-school tutoring and Regents Prep tutoring. Ells are made aware of all school programs available to them by written and verbal communication from the ESL office in English and in the students' native language. At BPA we make it a priority that all ESL teachers encourage ELL students to join school programs allowing them to be involved in the broader school community. Parents are also advised of the options available to their child by the parent coordinator.

13. Supplemental materials used to support ELL learning include the use of internet in the classroom, accessing vocabulary, grammar, reading, and pronunciation related websites; audio-visual presentations in the classroom, used in combination with traditional text-based approaches to target all learning modalities; NYSESLAT Exam Preparation books; Regents Examination Preparation books; personal teacher libraries of grade-level fiction and non-fiction books; content-specific textbooks, and library resources brought into the classroom to enrich the learning experience. ESL teachers also have audio-visual carts readily available for use to help enrich the learning environment for ELL students. ESL teachers and content area teachers have all the above mentioned resources available to them including a SIFE library, bilingual glossaries and bilingual dictionaries.

14. Native language use is encouraged in both the formal and informal settings with our ELL population. Beginner level ELLs are paired with intermediate and advanced level ELL's, who contribute in supporting and translating with their native languages; informally, the students communicate extensively in their native languages, and are taught to appreciate and celebrate their home cultures through a variety of multi-cultural projects. Students are also offered Regents exams in their native language and are encouraged to use bilingual glossaries in all of their classes/exams. A native language library has been purchased specifically targeting the global history content area to help support ELL's with furthering their cognitive academic language proficiency skills. The use of native language films is also encouraged to help students celebrate and support their native culture as well. Teachers are

encouraged to let their students write answers in their native tongue which in turn are translated and graded by bilingual pedagogues according to content knowledge. Students are also encouraged and allowed to use online translation services to complete tasks and help support the native tongue.

15. ELL's are given the same access to support services, regardless of age or grade level. Sophomores and Juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

16. Prior to the beginning of the school year, a meeting with the councilor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, and/or Informal Assessment. Upon the start of the instructional year, students are presented with a program brochure, class contracts, and parent contracts, in both English and their home language, to set expectations for the school year.

17. The language elective offered to ELL's at this point consists of Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

2. Not applicable at this time.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	1	0	0	4
Intermediate(I)										4	4	4	1	13
Advanced (A)										5	5	3	0	13
Total	0	0	0	0	0	0	0	0	0	12	10	7	1	30

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language	0	6	0	5
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Not Applicable

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

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

4. (a) Analyzing the data on ELL students suggests that our ELLs need to improve Reading and Writing skills since this represented the greatest weakness on the available testing data (NYSESLAT, LAB-R, Periodic Assessments, Acuity, Scantron Performance Series, and Regents Exams) and guidance in the Social Studies. In order to help our ELL population succeed in the content areas, Bronxwood Preparatory Academy provides students the opportunity to get after school Regents Prep help; as well as mandated AIS tutoring. Administration is also actively involved in the success of our ELLs by sending content area teachers to specific professional development opportunities and workshops that target the success of ELLs in the content areas. Our ESL coordinator is also actively involved in disseminating pertinent information to the teachers and administration at Bronxwood Preparatory Academy. Wherever possible, students are given the opportunity to express their opinion in the native language as well as take mandated tests in their native tongue. BPA supports the use of the native language by providing students with bilingual glossaries, dictionaries, and appropriate reading materials. We have also purchased an ELL "library" specifically oriented towards the social studies content area because the data generated by the Global Regents supports additional social studies help.

(b) The results of the ELL periodic assessments are used by teachers to analyze what modalities need the most work and to extrapolate information on struggling ELL students. Once the results are viewed and analyzed, teachers focus on strengthening weaker modalities by differentiating instruction, using graphic organizers and communicating with the ESL department.

(c) The ESL coordinator readily makes periodic assessment results available for the content area teachers. What the school has learned from the periodic assessment is that our ELL students struggle most with the reading and writing modalities. It also shows that students struggle most with reading comprehension and text interpretation. School/curriculum goals have been aligned to mitigate these struggles. BPA looks to ensure that all students receive the proper and necessary services based on analysis of assessments. Based on the 8th grade Growth report, our students performed at levels 1 and 2 in both Math and ELA; it is clear that our students need additional instructional time in both areas. Activities that are employed to assist their learning in the ELA and ESL classes are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, think pair share, brainstorming, literature circles, graphic organizers, small group instruction, readers' journals, poetry projects, teacher modeling and other techniques. We have and will continue to share the best practices for instruction and assessment which will drive instruction and future PD for ESL and content area teachers.

6. The success of our ELL program depends on several factors. Naturally we look at the scores generated by the NYSESLAT and extrapolate that information to see if individual ELL students are progressing or digressing in the four modalities. We also look at the information provided to us by periodic assessments as well as alternative assessments and Scantron's Performance Series. The data patterns across proficiency levels indicate that our students struggle most with the reading and writing sections of assessments specifically in the Global and ELA content areas. On a school level we frequently check with content area teachers to ensure that students are maintaining and progressing with their basic interpersonal communication skills and cognitive academic language. Report cards and progress reports are closely monitored by the ESL coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ESL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Bronxwood Preparatory Academy

School

DBN: 11X514

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Bronxwood Preparatory Academy

School

DBN: 11X514

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 514 School Name: BRONXWOOD PREPARATORY ACADEMY

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

Our staff will also translate:

NCLB communications not available from the NYC DOE.

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

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

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

Our staff will interpret:

NCLB communications not available from the NYC DOE.

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

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

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

Our staff will interpret:

NCLB communications not available from the NYC DOE.

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

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: BRONXWOOD PREPARATORY ACADAMY	DBN: 514
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

NYSESLAT Preparation Program:

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

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

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

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

Teachers: 1 (ESL/Bilingual Certified)

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

Facilities: regular classrooms/ESL Office

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

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

- One hour per session
- 34 total hours per semester

Part B: Direct Instruction Supplemental Program Information

- 17 week program
- Beginning date: February 4, 2013

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

Proposed Supplemental Instructional Activity #1

Regents Preparation Program:

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

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

Teachers: 1 (English/Social Studies)

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

Facilities: regular classrooms/ESL Office

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

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

- One hour per session
- 34 hours total per semester
- Beginning date: February 4, 2013
- 17 week program

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Proposed Supplemental Professional Development Activity #1

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

Frequency of workshops: 4 sessions

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

Measurable outcomes: observable change in pedagogical practice.

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

Participants: All instructional staff and supervisors.

Proposed Supplemental Activity #2 (Continuation of Professional work)

Teaching Content To English Langage Learners Workshop: ESL teacher(s) will facilitate a workshop with interested members of the Literacy team and will read: Teaching Content To English Language Learners - Strategies for Secondary School Success, by Jodi Reiss. In addition, the members of the workshop will provide professional development based on this book; each member of the team, after collaboration, will work on a part of a two hour presentation on his/her findings during the January 28th professional development.

This workshop will cover:

- Teaching in Mulitcultural Classrooms

Part C: Professional Development

- Strategies for Instruction
- Strategies for Assessment
- Latest research on effective practices for English Language learners
- Professional extension activities to help readers apply the information in this book to their own educational setting.

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

Resources: book: Teaching Content to English Language Learners, Jodi Reiss

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

Facilities: School Library or auditorium/classroom

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

Part D: Parental Engagement Activities

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

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

Begin description here: Proposed Parental Involvement Activity

Parental Involvement in Student Education

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

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

Facilities: Library/Outside Facilities, Community or Recreation Center

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

Time/Date: Saturday 9am-12pm, 4 sessions, starting Feb. 9th, 2013

Licensing: ESL and English

Part D: Parental Engagement Activities

How many parents: 15 to 20

Teachers: 2/Plus Vice Principal

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$8,214.76	2 teachers x 4hrs per week x 17 weeks =136 hrs @\$50.09=\$6,812.24 Professional Salaries - Professional Development Activity #1: 2 teacher x 1hr for 4 sessions = 8hrs @ \$50.09=\$400.72 Professional Salaries - Professionalsal Development Activity #2: 2 teacher x 1hr for 6 sessions = 12 hrs @ \$50.09 =\$601.08 Teacher Per session for parental involvement : 2 teachers x 1hr for 4 sessions =8hrs @ \$50.09 =\$400.72
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 	\$2983.04	Student Books-Updated version Regents practice guides in social studies and English = \$975 Student Books-NYSESLAT PREP

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		updated materials = \$975 Teacher Book/Resources: = \$125 Across the curriculum ELL Library/resources =\$908.04
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$11,197.80	\$11,197.80