



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX ENGINEERING AND TECHNOLOGY ACADEMY
DBN (i.e. 01M001): 10x213
Principal: KARALYNE SPERLING
Principal Email: KSPERLING@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: BARBARA GAMBINO

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Karalyne Sperling	*Principal or Designee	
Jacqueline Carlisle	*UFT Chapter Leader or Designee	
Ana Almonte	*PA/PTA President or Designated Co-President	
Martha Bracero	DC 37 Representative, if applicable	
Keisha Delarosa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Rush-Jackson	Member/ Parent/Secretary	
Mary Beckett	Member/ Pa/PTA Co-President	
Dana Holness	Member/ UFT Member/Teacher	
Julain Fagan	Member/ Title 1 parent Representative	
Anton Pena	Member/ CWA1180 Representative	
Jesus Cortez	Member/ Student Representative	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will move toward a common language and understanding of what quality instruction looks like using the Charlotte Danielson framework for teaching by June 2014 as assessed by PD surveys given three times a year at faculty meetings, administrative observations and literacy couch anecdotal notes.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The need stated above was determined through our last year's progress report data which indicates a continued need for growth in the area of student credit accumulation rates. It is believed that as the Danielson framework supports the teachers in improving their instruction and moving toward a student centered learning model that credit accumulation statistics will improve.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development Sessions Series coordinated by the MOSL Team members occurring Wednesday afternoons.
2. Weekly Professional Meetings that will be held that will deal with personnel, data sharing, data based decision making and implementation of interventions which will then be shared with the staff during Wednesday PD

B. Key personnel and other resources used to implement each strategy/activity

1. MOSL Team, New Visions support personnel, Literacy Specialist,
2. MOSL Team Meeting, Guidance Counselor/Admin meeting

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students earning 10+ credits or more in their 1st year/ students in lowest 3rd earning 10+ credits in their 1st year/St students earning 10 + credits their 2nd year/ students in the lowest third earning 10+ credits in their 2nd year/ Students earning 10+ credits their 3rd year/ students in the lowest 3rd earning 10+ credits in their 3rd year/Students earning 10+ credits in their 4th year/ students in the lowest 3rd earning 10 + credits in their 4th year.
2. Students earning 10+ credits or more in their 1st year/ students in lowest 3rd earning 10+ credits in their 1st year/St students earning 10 + credits their 2nd year/ students in the lowest third earning 10+ credits in their 2nd year/ Students earning 10+ credits their 3rd year/ students in the lowest 3rd earning 10+ credits in their 3rd year/Students earning 10+ credits in their 4th year/ students in the lowest 3rd earning 10 + credits in their 4th year.

D. Timeline for implementation and completion including start and end dates

1. February end of semester 1 and June end of semester 2 target. (6 benchmark marking period targets)
2. February end of semester 1 and June end of semester 2 target. (6 benchmark marking period targets)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

For 1. And 2 Teachers voted through their Union to support their understanding of the Danielson framework (and the common core) through Wednesday 50 Min professional Development the program was adjusted to support this.

- Program coverages are arranged for Danielson based inter-visitations.
- A MOSL per-session after school meeting has been arranged to consistently plan and adjust the professional development calendar.
- A weekly counselor/ admin meeting that has been programmed where student passing data is shared and data driven decisions made to and passed on to the MOSL team to implement interventions that support instruction.
- Teacher scholarship data is shared and used for decision making at the end of each marking period
- New Visions staff and materials are used in PD
- DOE and New Visions Danielson based PD's are attended and turn-keyed
- Data specialist trainings and materials

Strategies to Increase Parental Involvement

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).

A monthly calendar and news bulletin are sent home monthly encouraging parents to support their students to attend after school tutoring, learning and enrichment opportunities. Parents are encouraged through the SLT and PTA to come to school and become involved in community activities, attend workshops and help to support the general mission of the school. Parents receive reminders and updated information through the use of school messenger. BETA attendance teacher and counselors "cold call" specific parent groups with reminders.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Per-diem is used to cover staff when out for PD. Grants are used to pay teachers per-session to complete common core work with is supported by the Danielson Framework. Title III money is used to support teachers of English Language Learners in completing the common core requirements and reach the needs of all learners through the support of the Danielson Framework. Funds are also used to ensure our special education students have the benefit of team teaching to support them in their academic and emotional success as team teachers and SETSS providers are supported through Danielson's Framework as well as other professional supports. Funds are used for hiring as well as materials in support of this goal.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will be exposed to CCLS in Mathematics and Science following the instructional expectations of New York City Board of Education - as "living documents" with benchmarks that will be assessed semester through teacher curriculum plans.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was determined through the need of not only the mandate but the desire to make every classroom a student centered engaging learning environment..

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development Sessions Series coordinated by the MOSL Team members occurring Wednesday afternoons covering multiple CCLS topics including instructional shifts
2. Common Core Fellows Program: Two BETA staff member are CCLS fellows who support the staff in developing units as well as present at some Wednesday PDs
3. Literacy Specialist pre-sending her visitation and meeting schedule a week ahead of time for teachers to be present for both inter-visitation as well as conferencing
4. A2i Pilot Year 2 Geometry: meeting with New Visions A2i specialist after school. Once a month outside school meeting with all New Visions A2i schools
5. New Visions CCLS specialist 8 week session with the Science Department January 2014–March 2014

B. Key personnel and other resources used to implement each strategy/activity

1. MOSL Team, New Visions support personnel, Literacy Specialist
2. DOE Common Core Fellows Program
3. F status literacy specialist on staff
4. New Visions PD page, staff and DOE bulletin, per-session coverage
5. BETA Math Department , New Visions Staff, Scanner and materials and per-session
6. New Visions staff and BETA Science Department

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1-6 CCLS Units for fall semester September – January turned in by Principal by September 10th 2013, CCLS Units for spring semester turned in by February 1st 2014 Classroom Observations Using the Danielson planning a preparation Domain to ensure CCLS proper implementation.

D. Timeline for implementation and completion including start and end dates

6. Implementation September 2013 – benchmarks are teacher individual observations. Completion will be in the teachers end of year conference using observation materials and artifacts as assessment tool for the goal.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.
 - Teachers voted through their Union to support their understanding of the Danielson framework (and the common core) through Wednesday 50 Min professional Development the program was adjusted to support this.
 - Program coverages are arranged for Danielson based inter-visitations.
 - A MOSL per-session after school meeting has been arranged to consistently plan and adjust the professional development calendar.
 - A weekly counselor/ admin meeting that has been programmed where student passing data is shared and data driven decisions made to and passed on to the MOSL team to implement interventions that support instruction.
 - Teacher scholarship data is shared and used for decision making at the end of each marking period
 - New Visions staff and materials are used in PD
 - DOE and New Visions Danielson based PD's are attended and turn-keyed

7. CCLS fellows provided the time within the school program to provide CCLS support to Departments and Grade Teams
8. Literacy Specialist pre-sending her visitation and meeting schedule a week ahead of time for teachers to be present for both inter-visitation as well as conferencing
9. Providing coverage for teachers to attend outside PD
10. Programming the A2I Geometry and Algebra teachers to have to correct class lists and courses. Providing opportunity for the trigonometry teacher to be in the A2I critical friends group;
11. Programming time for the science department to meet as a group for inter-visitations and conferences for the intensive 8 week CCLS series.

Strategies to Increase Parental Involvement

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).

Parents will be encouraged to attend school performances and academic presentations such as science fairs, poetry lams, talent shows etc... Communication of these events will occur through: A monthly calendar and news bulletin are sent home monthly encouraging parents to support their students to attend after school tutoring, learning and enrichment opportunities. Parents are encouraged through the SLT and PTA to come to school and become involved in community activities, attend workshops and help to support the general mission of the school. Parents receive reminders and updated information through the use of school messenger. BETA attendance teacher and counselors "cold call" specific parent groups with reminders.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Per-diem is used to cover staff when out for PD. Grants are used to pay teachers per-session to complete common core work: Example the A2I New Visions Grant for Mathematics Common Core Units of study. Title III money is used to support teachers of English Language Learners in completing the common core requirements. Funds are used to ensure our special education students have the benefit of team teaching to support them in their common core work. Team teachers are expected to have knowledge of and teach through the common core learning standards as well. Funds are used for hiring as well as materials in support of this goal.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

September 2013 – June 2014 all students will be assessed in English and Social Studies through the Common Core Learning Standards (CCLS) – as assessed each semester by student work samples in team meetings, teacher artifacts, teacher curriculum plans (February 2014) and through administrative observation September 2013- June 2014).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

It has been determined that there is a need for CCLS curriculum plans to be worked into curriculum maps by teachers to guide instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Develop school-wide strategies for looking at student work and how make instructional decisions based on student work 2. The Principal and a teacher will attend the Dr. Alcock 5 part PD for developing curriculum maps and turn key to the staff for implementation. 3. Improve teacher feedback through administrative observation and feedback
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. MOSL Team, Literacy Specialist and Administration 2. Department Leaders and Administrators
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. September staff turns in fall Semester Units after working with the BETA Common Core Fellows for per-session in the summer to develop their curriculum. 2. January/February/March turn keying and developing of Dr. Alcock's curriculum mapping PD and the turning in of PD generated Curriculum Plan on February 3rd 2014 3. Administration will through observation and post observation ensure purposeful feedback and next steps in each teacher's curriculum map development
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Development and Completion of fall semester untis July 2013 – September 2013 2. Looking at Student Work Consultancy Protocol PD in December 2013. Grade Team agenda switch to looking at student work December 2013. Grade Team student work presentations January 2014, March 2014, May 2014 and June 2014. 3. February 3rs completion of spring semester curriculum plan 4. Middle of April Wednesday PD's completion of curriculum maps
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. For the 2013 – 2014 school year grade teams were scheduled with a common prep time. The Union voted to have one day of circular 6 a week be grade team meetings. 2. Wednesday PDs 3. Coverage for PDs 4. Administration will receive support on feedback through job imbedded visits as well as program themselves for PDs and supports to support the teachers. Teachers will be scheduled for PD's to turn key relevant topics.
<i>Strategies to Increase Parental Involvement</i>
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).
Parents will be encouraged to attend school performances and academic presentations such as science fairs, poetry slams, talent shows etc... Communication of these events will occur through: A monthly calendar and news bulletin are sent home monthly encouraging parents to support their students to attend after school tutoring, learning and enrichment opportunities. Parents are encouraged through the SLT and PTA to come to school and become involved in community activities, attend workshops and help to support the general mission of the school. Parents receive reminders and updated information through the use of school messenger. BETA attendance teacher and counselors "cold call" specific parent groups with reminders.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 BETA administration in collaboration with the attendance team will implement three new initiatives with a focus on increasing our attendance rate by at least 2% points.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

BETA's attendance for the 2012 – 2013 school year as reported on the progress report was 80.7%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Attendance team which includes the counselors will work as a team to help znops and students with less than 20% attendance find alternative learning sites.
2. Every attendance team member will adopt students off of the lost of students who have between 79% and 55% attendance and check in with them each day. Results will be reported at the weekly attendance meeting in the form of both data and anecdotal.
3. Identify lowest attendance days from the past three years – identify patterns- and have special programs incentives on those days
4. Continued cut calls and absent calls students will receive personal phone calls home – increase parent outreach including school calendar and skedula

B. Key personnel and other resources used to implement each strategy/activity

1. For 1 -4: Attendance Team including the counselors, the Principal, the attendance teacher, the building attendance teacher as well as the school secretary and community coordinator. Resources: school messenger, skedula, ats, parent outreach programs, incentives, SLT, PTA

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 1-4 Weekly par, Monthly par (RSAL), RCUA,

D. Timeline for implementation and completion including start and end dates

1. 1 -4September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. DOE supports from CFN 562, New Visions transfer school outreach and resources on alternative settings offered throughout the city
2. ATS Data,
3. Data (PAR), incentive ideas (inside such as celebrating student work and talent) and funding for outside assemblies, shows and educational/enrichment, PTA/SLT
4. SLT and Parent Association Meetings, Scheduling Skedula workshops for parents, staff assistance in personal calls.

Strategies to Increase Parental Involvement

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).

Parents will be encouraged to attend school performances and academic presentations such as science fairs, poetry lams, talent shows etc... Communication of these events will occur through: A monthly calendar and news bulletin are sent home monthly encouraging parents to support their students to attend after school tutoring, learning and enrichment opportunities. Parents are encouraged through the SLT and PTA to come to school and become involved in community activities, attend workshops and help to support the general mission of the school. Parents receive reminders and updated information through the use of school messenger. BETA attendance teacher and counselors "cold call" specific parent groups with reminders.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2014 BETA will show a 2% increase in Regents passing rates for both Algebra and Geometry Regents Exams.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As reported in the 2012 -2013 Progress Report: Algebra passing rate 58%, Geometry 42%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. After School Tutoring
2. A2i for both Algebra and geometry

B. Key personnel and other resources used to implement each strategy/activity

1. Per –session activity open to all qualified teaching staff, dinner provided to the students through building resources, AP supervisor, incentive program for attendance
2. New Visions staff and Professional development materials and resources

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. December Mock Regents Results January Regents results – May Mock Regents Results and June Regents Results

D. Timeline for implementation and completion including start and end dates

1. September to January 31st Benchmark January 31st to June 30th

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programming extended day and afterschool groups to coincide for higher attendance, provide per-session for tutoring
2. Provide per- session for A2i work from the grant, schedule Math department meetings to ensure completion of work

Strategies to Increase Parental Involvement

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).

A monthly calendar and news bulletin are sent home monthly encouraging parents to support their students to attend after school tutoring, learning and enrichment opportunities. Parents are encouraged through the SLT and PTA to come to school and become involved in community activities, attend workshops and help to support the general mission of the school. Parents receive reminders and updated information through the use of school messenger. BETA attendance teacher and counselors "cold call" specific parent groups with reminders.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	44 Extended Day and 25 after school tutoring	Small Group	Extended Day during the school day/ tutoring after school
Mathematics	60 Extended Day and 10 after school tutoring	Small Group	Extended Day during the school day/ tutoring after school
Science	30 Extended Day and 15 after school tutoring	Small Group	Extended Day during the school day/ tutoring after school
Social Studies	38 Extended Day and 30 after school tutoring	Small Group	Extended Day during the school day/ tutoring after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Mandated Counseling: Social Worker</p> <p>Crisis Counseling and peer mediation: Social Worker</p> <p>RAPP, SPARKS, School Health Center through Columbia Presbyterian</p> <p>Various workshops: Bullying Prevention, <i>Building Resiliency in School Communities</i>: Two day crisis response workshop, sexual health etc.. – school guidance counselors</p>	<p>1:1: , 1:3, 1:5</p> <p>1:1 Pulled from SAVE Room</p> <p>Within the building</p> <p>In Counseling suite</p>	All During School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school actively recruits teachers with the help of our support network, New Visions For Public Schools. New Visions screens candidates prior to referring them to us for consideration. We also utilize our New Visions CFN Human Resource Director to assist in the search for candidates. We also consider candidates who apply through the NYC DOE New Teacher Finder, NYC DOE Open Market system. Our retention is achieved by providing teachers with ongoing support and professional development opportunities including support network PD offerings and professional development offered by some of our external partners including college board and college summit.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Per-diem is used to cover staff when out for Common Core PD. Grants are used to pay teachers per-session to complete common core work: Example the A2I New Visions Grant for Mathematics Common Core Units of study. Title III money is used to support teachers of English Language Learners in completing the common core requirements. Funds are used to ensure our special education students have the benefit of team teaching to support them in their common core work. Team teachers are expected to have knowledge of and teach through the common core learning standards as well. Funds are used for hiring as well as materials in support of this goal.
CCLS 8 teachers and Principal CCLS Summer Workshop DOE. Two teachers are Common Core Fellows (one a second year). 8 week science Common Core series from New Visions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Temporary Housing Funds are allocated based STH register and set aside using federal title one funds.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school has an A2I team and Measures of Student Learning (MOSL) team that meets to discuss school assessment. We also have school-wide Wednesday professional development guided by the MOSL team to ensure coverage of assessment decisions among other topics.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

Funding will be used to provide translation services.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 213
School Name Bronx Engineering and Technology Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Karalyne Sperling	Assistant Principal Isabell Hall
Coach type here	Coach type here
ESL Teacher Santonyo Bangali	Guidance Counselor Idaliz Garcia
Teacher/Subject Area Kristine Larsen/ESL Coordinato	Parent Ana Almonte
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other Alexander Ott/Sp. Ed Coordinat
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	427	Total number of ELLs	59	ELLs as share of total student population (%)	13.82%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	16
SIFE	14	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	23

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	2	3	25	10	2	23	4	9	59
Total	11	2	3	25	10	2	23	4	9	59

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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										22	12	2	18	54
Chinese														0
Russian														0
Bengali											1	1	1	3
Urdu														0
Arabic														0
Haitian													1	1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	22	14	3	20	59

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	0	2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	3	2	8	19
Advanced (A)										8	3	1	6	18
Total	0	0	0	0	0	0	0	0	0	16	6	3	14	39

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	27		5	
Integrated Algebra	34		25	
Geometry	7		1	
Algebra 2/Trigonometry	1		0	
Math	0			
Biology				
Chemistry	0			
Earth Science	19		0	
Living Environment	35		12	
Physics	5		0	
Global History and Geography	38		11	
US History and Government	23		6	
Foreign Language	19		16	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Data sores include LAB-R scores, NYSESLAT scores, eighth grade Math and English Scores, Regents Scores, Report Cards, Periodic Assessment results including Scantron Reading, Language Arts and Math given twice yearly. Additional assessments may include such "quick" assessments such as the San Diego Reading Assessment and the Gates-MacGinintie for reading comprehension. Formative classroom assessment is on-going daily to guide instructional content and pace. This data combined with the RLAT and RNMR reports from ATS are accessed/used by Principal Sperling as well as the Programmer/Data Specialist Mr. Charlie Palacios to make scheduling and instructional decisions for BETA's ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals through the last two years LAP reports that we were admitted an oddly high number of ELLs with very little English proficiency and many receiving both ELL and Special Education services. These students required extensive services last year moving our school into having to hire an ESL coordinator to assist meeting the needs of our ELLs with the ESL teacher. The data shows that twenty of these freshman moved from Beginning NYSESLAT total score to Intermediate score. We are very proud of the progress our ESL students have been making. All students faired better in listening and speaking than in reading and writing. The majority of students showing in the intermediate level of reading and writing - which is an improvement from last year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the NYSESLAT scores to schedule our ESL students English classes. Beginner and low intermediates are scheduled with Mr. Bangali for English. Intermediates are scheduled for a multi-cultural curriculum with Ms. Larsen. High Intermediates, Advanced and profiocients are scheduled with both their NYSESLAT and English regents scores if applicable to place them in the proper English class with push-in as well as indirect ELL services as deemed necessary
4. For each program, answer the following:
 - a. 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?

a) Our most challenging group continue to be the ELL cohort of 2014. They have improved from beginner to Intermediate level across the board but are not yet ready to take any Regents level exams that contain extensive reading and written language such as social studies, science or English. b) Our ELLs have been taking the same periodic assessments as the rest of the population at BETA - Scantron. These results are in Reading, Math and Language Arts. The results are used in combination with teacher informal and on-going formative assessments to guide instruction. c) We have learned that students are struggling the greatest in their writing - in detail sentence structure, grammar and very poor vocabulary. Within the area of reading we have found that student fluency tests out much higher than reading comprehension - most likely caused by the low level vocabulary.
5. We assess our ELLs success on their ability to meet the goal of graduating in under 6 years and enroll in a 2 or 4 year post-secondary program. This goal incorporates passing classes, passing regents, attendance and of course mastery of (usually their L2) the English Language. BETA has year after year exceeded its peer group in successfully educating and graduating ELL's
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
When available, second language instruction - either online or real-time classes - are pursued.
7. 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We assess our ELLs success on their ability to meet the goal of graduating in under 6 years and enroll in a 2 or 4 year post-secondary

program. This goal incorporates passing classes, passing regents, attendance and of course mastery of (usually their L2) the English Language. BETA has year after year exceeded its peer group in successfully educating and graduating ELL's.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
.When a student is enrolled at Bronx Engineering and Technology Academy (BETA) from outside of the Department of Education, ATS is first checked to determine if the student was administered the Home Language Identification Survey (HLIS form) at registration. If they are slated to take the LAB-R or if the HILS has not been completed it will show on the RLAT and RLAB report. If no Home Language Identification Survey (HLIS) has been administered, Ms. Larsen, ESL Coordinator, is informed. Ms. Larsen locates the guardian, if the guardian refuses to show or respond, the attendance teacher for the Kennedy Campus, Ms. Valentine is informed and a home visit done to ensure the proper paper work is completed. Along with the HLIS form an informal oral interview of both the student and parent takes place. The LAB-R is or is not administered based on the results of the HLIS form and interview. The Spanish Lab-R is given to spanish speaking ELLs if deemed appropriate. The Spanish LAB-R is administered by Mr. Bangali. Based on results, if needed, informal assessment oral/reading/written of the student by Ms. Larsen (ESL coordinator) or Mr. Bangali (ESL teacher) is used assess the students' knowledge. Formal assessments such as the San Diego quick assessment and the Gates-MacGinitie will be used to gather as much data as possible. If slated for ESL services all three program choices, Transitional Bilingual, Dual Language, and Freestanding ESL are explained clearly to the parents and the Parent Survey and Choice form are given and DOE choice video shown (All available on the DOE website in multiple languages).

In Summary: We ensure that following are either given out or completed and/ or given sent to the guardian:

The Home Language Identification Survey

(If ATS shows this was given years ago but is not available in file, we have been informed that we ARE NOT to re-administer)

The ELL Parent Brochure

Parent Survey & Program Selection Form

Parent Notifications of Student ELS Eligibility

All identified ESL students take the New York State English as a Second Language Achievement Test (NYSESLAT) every spring as indicated on the RLAT. Ms. Larsen (ESL Coordinator) and Mr. Bangali (ESL teacher) administer the NYSESLAT under the supervision of Ms. Hall, APof Instruction. Twice a year in August and February the data from the RNMR (NYSESLAT scores and modality report) is used to schedule students for classes. Ms. Larsen ensures that each English language learenr, based on these scores, previous grades and a multitude of assessments including Regents scores and teacher anecdotes is receiving the number of hours of service and/or support necessary for them to succeed at BETA. These hours are based off of the regulations stated in the NYSTATE Part 154 Mandated number of units of support for ELLs 9-12. These are met in either a freestanding English/ESL class and/or push-in ESL services as well as supplemental after school and Saturday ELL Academy are suggested and made available to more struggling learners.

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.
Once the academic year begins Ms. Larsen and Mr. Bangali (Core ESL Team) contact all parents of ELLs (double check using ATS RNMR function) and invite them to the opening meet and greet. This school year the first meeting occurred September 27th

2011 in the morning with very poor showing despite letters, phone calls and phone messenger. One to one parent meetings or home visits may have to be done to get 100% participation in the parent survey and choice form. Two more ESL meetings will take place this year, one in January before the January Regents and one in May before the June Regents and the summer enrichment program. During this time the families will enjoy presentations by Mr. Bangali and a group of current ELL students demonstrating what the ELL program provides and how the students have grown throughout the years.

Additional Parent Support: Cohort counselors Ms. Fletcher (cohort 2016 and cohort 2017) and Ms. Garcia (cohort 2014 and cohort 2015) will continue to inform parents of community resources and programs that benefit all parents including parents of ELL's. For parents of English Language Learners who are also receiving Special Education Services, Ms. Negron, School Social Worker, provides supports. Spanish translation services are present at all monthly Parent Association meetings as well as our many parent specific meeting throughout the year on college readiness, FASFA, using BETA's skedula computer program to track student progress etc. If a parent's language is other than Spanish we will either use the DOE phone translation service or contact ELLIS or Marble Hill the two schools in our building (The Kennedy Campus) that serve ELLs for help with translation services. If one is not available we will request a translator from the DOE but if this has a large delay or not possible we have had a family member translate.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ESL coordinator, Ms. Larsen, supported by ESL teacher, Mr. Bangali, ensure the giving out/sending out when necessary of the Parent Survey Letters as well as Program Selection forms every year in the fall ESL parent meetings and given individually for any new admits. The parent survey and parent choice forms are kept on file in both the Principal's office and a copy in each student's cumulative folder. Parent survey letters are distributed at meetings as well as open school events. Survey letters are also backpacked home. Follow-up phone calls by ESL team and guidance counselors to ensure all entitled students have parent choice letters on file in students cumulative folders.

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.

All students at BETA are programmed to complete their four years at BETA graduating with Regents Diploma or higher and, through the College Summit program, apply to post-secondary programs. All students, regardless of special needs, language challenges or levels entering the school are held to these high expectations. This is discussed with ELL parents as a group in all of the ELL parent Meetings. In these meetings it is also explained that their child's participation in after school small group and 1:1 instruction as well as the same offered in the ELL Saturday Academy helps to support student achievement. All ELL's are scheduled to have the required hours of ESL support services as indicated on their most current NYSESLAT scores through our free standing ELL English classes and push-in services by both Ms. Larsen and Mr. Bangali. Additionally, we have a certified Bilingual math teacher and bi-lingual social studies teacher as well as 70% of BETA's instructional staff are Spanish speakers which is the L1 of the majority of our ELL students. Therefore, students will be scheduled whenever possible to receive their core instructional classes through one of our many teachers who are dual language speakers themselves. This ensures that if clarification of material in L1 is available when necessary - But all instruction at BETA is in full immersion English. Parent selection forms are reviewed and parent choices are entered in ELPC. We do not have sufficient demand for a bilingual program at this time, we offer only free standing ESL. Parents have the option to transfer to a school that does offer a bilingual program but most are more interested in the various opportunities offered at BETA and are aware of the ample ELL support available.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

- ESL Coordinator sends invitations to each child
- ESL Coordinator pulls out each child individually for the speaking section
- All other sections are given in groups

6. 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.) 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.  100% of parents who after having their options explained have chosen free standing ESL to ensure their child's success at BETA. Parent choice forms and surveys are on file in the Principal's office and in their cumulative folder. Every fall trends and needs are taken into consideration as the choice forms are looked through each year by the ESL teacher, ESL coordinator, the administrator

overseeing programming and any members of the LAP Team that can be present. At this time program offering decisions are made.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a) Students receive ESL services in a variety of models depending on needs related to NYSESLAT proficiency level, credit accumulation and Regents exam needs and, when possible, native language support. NYSELSAT or LAB-R scoring Beginner ELLs have two periods of self contained ESL instruction and Intermediates one period. All remaining required additional periods of instruction are provided through push-in and pull-out services. When possible, students are provided with additional periods of support, either through additional push in and pull out ESL, and/or indirect planning between ESL/bilingual and non ESL/bilingual content teachers. NYSESLAT Advanced students are scheduled based on multiple assessments: teacher reports, grades, Regents, Advanced Placement (AP) class grades.
 - b) Students are generally in heterogeneous settings except for those self contained Beginner or Intermediate ESL classes mentioned above. In those ESL classes, students are ungraded, the overwhelming majority being intermediate level. As stated above, students are programmed based on assesemnt data and teacher input with less proficient students receiving a double period of self contained ESL and daily language lab activities. Intermediate and more advantanced students receive a single period of self contained ESL with language lab activities on alternate days.

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)?

Explicit instructional minutes for ESL/ELA are provided for students as described above for those students in self contained ESL classes. Students deemed to be proficient enough for mainstream ELA classes receive push in/pull out support by an ESL teacher as part of their required minutes and those students who are in Advanced Placement classes receive support from an ESL co-teacher or communication from the subject matter teacher and one of the ESL staff members to monitor progress. Native Language Arts minutes are provided either through Spanish language class or AP Spanish class for Native Speakers.

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 foster language development and meet the demands of the Common Core Learning Standards.

3) Students that receive pull out/push in instruction for content areas receive clarification and support when in language heterogeneous groups and there is additionally a credit recovery course in science targeted for ELLs taught by a Spanish teacher. For students that do not speak Spanish, one on one or smallest possible ratio pull out instruction is given on a daily basis in order to have individualized conferencing for reading and writing assignments as often as possible.

Small group instruction in English for students of all languages include read alouds, teaching of key vocabulary, modeling of writing, modification of assignments as needed and additional oral language development through conferencing.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in their native languages for any special education evaluation and are provided with the opporunity to be evaluated on Regents exams in their with native language for all exams other than the ELA exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL Coordinator and ESL teachers remain in consistent communication and provide regularl supports to all teachers ELLs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) SIFE students receive one on one instruction and conferencing in pull out/push in instruction to meet foundational needs in reading, writing and mathematics as part of their required minutes. Title III summer program and Saturday Academy along with after school tutoring offer our SIFE students additional support.

b) Incoming SIFE students and they are receiving push in/pull out services for ELA and mathematics. Our other newcomer students are now upperclassmen and the majority of them continue to have self contained ESL classes in one of two configurations

described above. These students have diverse programming needs depending upon credit accumulation and Regents exam needs, interest and AP class eligibility and participation. They have push in/pull out services to support them in their diverse needs and interests.

c) ELLs receiving extension of services (4-6 years) continue to have self contained ESL classes in one of two configurations described above. These students have diverse programming needs depending upon credit accumulation and Regents exam needs, interest and AP class eligibility and participation. They have push in/pull out services to support them in their diverse needs and interests. ELLs receiving extension of services (4-6 years).

d) Many of our long term ELLs are X-coded special education students and do not have ESL recommended as per IEP as their performance on the NYSESLAT is related to reading or language difficulties are related to their disabilities. These students receive language and literacy support as per their IEPs. Those long term ELLs that are not X-coded special education students receive their required minutes through configurations described above depending upon their placement levels.

7. 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?

Teachers of ELL SWDs (There are 19 in all) are generally in ICT environments where both content and special education teacher collaborate to best serve the needs of students with disabilities. Differentiation of assignments, conferencing, explicit teaching, in addition to interventions mandated by the IEP are implemented with respect to IEP and any language needs presented.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

For those ELL SWD students where it is deemed beneficial, even if they are x-coded, placement in ESL classes or push in/pull out support is provided in addition to their ICT services. Those ELL SWD students that are not x-coded do receive ESL services as mandated in either push in/pull out, self contained ESL or a combination according to their placement level. More advanced level ELL SWD students may receive ESL support instead in a SETSS environment. With struggling students with special needs we follow the three tiers of RtI (Response to Intervention) to help meet the needs of those who are struggling despite the supports they are currently receiving.

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

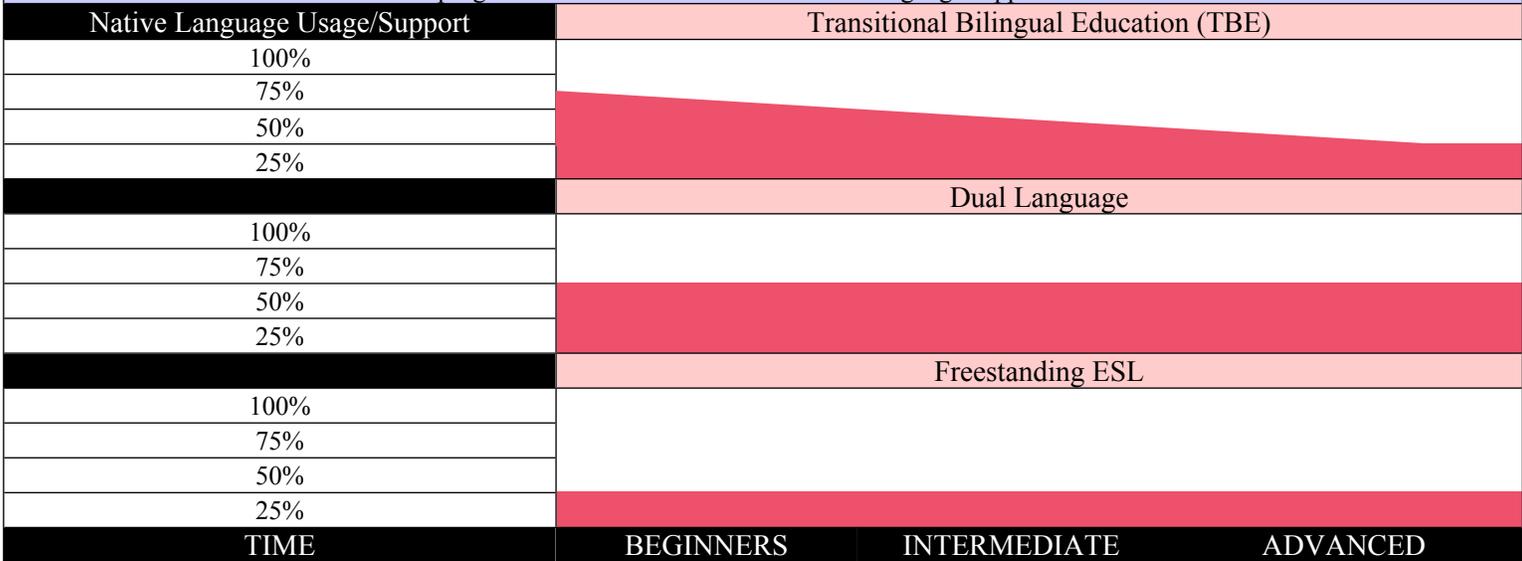
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.

There are targeted intervention programs at Bronx Engineering and Technology Academy where ELLs can receive support across the content areas.

a. Every day, there is after-school tutoring where extra support is offered to any student who feels they may need extra help - all teachers are available on a weekly rotating schedule.

b. The Saturday ELL Academy: students can take advantage of small group instruction with one or both of our ESL teachers. The program's focus is on language development (vocabulary acquisition, fluency of reading, reading comprehension and written language skills)

c. Technology is used to support ELLs: Rosetta Stone for language acquisition, periodic assessment, Aventa credit recovery, various websites and word processing tools are available.

d. Counseling: Every ELL has their own counselor assigned through their cohort or special education services. The counselor monitors the progress of all ELLs with or without IEPs and/or challenges and ensures that the staff is aware of students' needs and proper interventions (RtI) are taking place when necessary.

e. Staff use of technology: Through the support New Visions' Datacations program with Skedula this program allows all staff members to access all student attendance, grades, programs services, transcripts, Regents scores. Additionally, teachers, parents and students communicate with each other through anecdotal records where information is shared in "real time" concerning any issues or accomplishments any student may have.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

There will always be continued support for ELLs that have achieved proficiency on the NYSESLAT. Support is continually received through both the ESL teacher through after-school and Saturday when deemed appropriate. Additionally, the students counselor continues to monitor all of their students including former ELLs with 1:1 session at least twice a semester to go over each student's program, grades, regents scores, transcript and goals. All former ELLs are encouraged to retake the English Regents until a 75 is attained and Math until an 80 is achieved to prevent remedial classes when entering college. They will then, in turn, be encouraged to take Advanced Placement courses (if they have not already) so they can be exposed to a rigor that will better prepare them for college. Any issues that may arise are received by all through skedula anecdotal communication and therefore addressed by the entire team that support the student's achievement.

11. What new programs or improvements will be considered for the upcoming school year?

ELLs are to be personally trained in the BETA computer lab during parent/teacher conferences on how they can monitor their child's progress using Skedula. The new "Parent Initiative" involves outreach for ESL parent meetings to be: on the BETA calendar, phone messenger, personal phone call home and letter home. During parent meetings information is being given concerning YMCA adult education classes within the Kennedy Campus where Bronx Engineering and Technology Academy is located. Additionally, Ms. Sperling is looking into any collaborations possible for BETA parents of ELL to take part in programs offered by our campus ESL partners ELLIS and Marble Hill.

12. What programs/services for ELLs will be discontinued and why?

No ESL programs will be discontinued at this time.:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

English Language Learners and English Language Learners with special needs are fully mainstreamed at BETA. Only NYSESLAT beginner ELLs have targeted English class twice a day and Intermediates once a day unless they have achieved a 65 or higher on the English Regents then they are fully mainstreamed into English such as Fundamentals, Multi-cultural Literature, Honors English and AP Literature. ELLs who have over a 75 in any other Regents will take honors and/or AP courses in that subject or related subjects. BETA student schedules are determined by their needs and accomplishments not by their cohort or "labels". All BETA students have equal access to anything and everything that is offered to any other student at Bronx Engineering and Technology Academy. After school activities such as NSBE (National Society of Black Engineers), SHPE (Society of Hispanic Professional Engineers), Boys to Men, Pretty in Pink, Student Body Government, Robotics, ACE (Association of Civil Engineers), after-school and Saturday tutoring, just to name a few are open to all students regardless of race, gender, ability or disability.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

There are many instructional materials that are used to instruct ELLs. Some of these are: Smart Boards in every classroom, a state of the art Mac Computer Lab (used by the ESL teacher for language lab), three other state of the art Dell Computer Labs, three Dell Laptop Carts, the recently implemented iPad program as well as a laptop and projectors for instructor use in every classroom. There is also the use of a computerized language acquisition program, Rosetta Stone, that is implemented for those who would like to use it during supplementary instructional time. Instructional materials used are: Edge: Reading, Writing & Language by Hampton Brown, Impact Short Stories, Basic Writing by Joy Reid as well as a multiple supplementary materials from the internet as well as other resources. Every member of the BETA community will eventually be part of our NAF program Academy of Engineering. This Academy consist of classes taken in the computer lab every semester ranging from Principals of Engineering to Archatectual Design to Beginner Programming. All BETA students will have the opportunity to become certified in an area of programming.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

BETA's ESL program ensures that every students' needs are being met throughout their day of studies. Whether the student L1 is Spanish or another language all data regarding the students' levels and learning needs is made available to all staff. Additionally, all staff is encouraged to attend ELL professional development. All teachers of ELL's are made aware of the eight hours of mandated PD they should attend to best serve these students. This is overseen by Ms. Isabell Hall, Assistant Principal

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All services of support, from the professional development attended by staff, to the instructional materials used, to the lessons developed in classes, reflect a high school level of rigor as determined by NYS Standards and Regents Exam materials and tests. As we are moving toward the common core curriculum students' needs are being met through the differentiation, scaffolding and multi-sensory instruction built in to the common core.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All incoming ELLs are a part of our incoming Freshman Pre-summer Bridge Program. Through out the Spring before their freshman year they attend BETA's after school program for a completed 60 hours of instruction. Following this the incoming freshman ELLs attend the BETA Summer Program for 6 weeks. At the conclusion of the summer program the ELLs who are ready to be tested sit for the Math and/or English Regents. Continueing ELLs are manadated to summer school to continue to meet their unique educational needs without interruption.

Additionally, at the beginning of the school year the ESL teacher and ESL coordinator contact all ELL families for an orientation, data is made available to all teachers and scheduling of these students by Charlie Palacios is over seen by Ms. Sperling, Principal. Newly into the system or country ELLs and their families go through the mandated steps of informal interview, HLIS form and LAB-R administration when necessary.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All items on the professional development are inclusive to the diverse needs of our student body including ELLs, former ELLs and ELLs with IEPs. Our beginning year overview of school's systems and structures treated family outreach and strategies for improving attendance with all students but specifically with ELLs. The majority of our ELLs are Spanish speakers and we do have Spanish speaking staff but our growing language diversity has made us realize that we need to be proactive about engaging non Spanish speakers. This past month our ELL coordinator attended a NYCDOE PD on language access which gave us great resources for these purposes. We are also closely monitoring the attendance of all students, particularly Hispanic males, a demographic that has been challenging for us. This group is a topic of study for our Teacher Leadership Program participants and they are doing some inquiry around the issues faced by this group. As we moved into the work of MOSL and looking at student work, we are finding new opportunities to have conversations about how to support all of our students as readers, thinkers, and writers but also in how to meet the unique linguistic needs of our ELLs. Our ESL specific meeting led by ESL coordinators and AP focused on sharing information with staff about who are ELLs are, which have moved out of ELL status, which newcomers have joined us, and what services are available to them. While this information is shared at least 2 times a year, it is important to keep it current for teachers dealing with these students for interactions in the classroom as well as understanding the context when looking at student work collaboratively. We will move through assessment cycles throughout the year using this model as groups will become progressively more autonomous in identifying the specific needs of our diverse ELL communities.

Santonyo Bangali, ESL teacher and Ms. Larsen continue to attend ESL professional developments both together and separately. In the past academic year and a half they have attended the following Professional Developments plus many other: NYC's DOE Office of English Language Learners: Quality Teaching for English Language Learners – "Build the Base I" (30 Professional hours) NYC's DOE Office of Curriculum and Professional Development and Office of Academic Interventions Services K-12 – "Teaching Basic Writing Skills with Dr. Judith Hochman" (10 Professional Hours) NYS Bronx BETAC at Fordham University and The NYS Brooklyn / Queens BETAC at Long Island University – "Preparing ELLs for the English Regents and NYSESLAT Assessments" (4 Professional Hours) Ms. Sperling, Principal, has also attended the QTEL for Administrators Series P.D. as well as the preparing for the NYSESLAT P.D., and the preparing the LAP P.D. as well as others. BETA's teacher effectiveness training dates are: September 3rd, September 4th, September 18th, September 25th, October 2nd, and November 27th.

2. Staff are prepared for incoming ELLs through meetings in which data is made available including NYSESLAT scores as well as how to use data to guide instruction. Mr. Bangali and MS. Larsen plan an hour and a half OPD session with the staff a minimum of twice a year to help teachers in supporting ELLs. Additionally Mr. Bangali and Ms. Larsen are collaborating throughout the year with all teachers of ELLs whether they are pushing into their class or not, in BETA's fully inclusive program

3. Staff members are provided with the opportunity to attend PDs to assist in building capacity to support students transitioning into high school.

4. All staff are encouraged to attend ESL professional development to further their own craft and knowledge. The OELL offerings (Office of English Language Learners) email stating all upcoming ESL professional development is passed on to the entire BETA staff. Staff are encouraged to attend these PD's. This is stressed as important as with BETA being a small school - all staff interact with ELL's at some point whether it is in class, or in the lunchroom or in afterschool studyhall, hallways etc. Jose P. law mandates all staff who teach ESL students are to attend eight hours of professional development. This PD is a combination of turn-keyed information by Mr. Bangali, ESL teacher and Ms. Larsen, ESI Coordinator at staff meetings. Articles emailed to staff on important ESL topics, data shared, analyzed and implementations discussed in staff meetings regarding all students including ELL's and outside Professional Development offerings are provided by the administration or provided through the Board of Education. Staff development takes place every Wednesday from afternoon. Reaching all learners, including ELLs, is a consistent topic along with the implementation of the common core curriculum in conjunction with meeting the needs of all learners..

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Bronx Engineering and Technology Academy has been working hard to build a strong Parent/Teacher Association. One of Principal Sperling's CEP goals and PPR goals involve strategies for increasing parent involvement. Parent Association meetings are now being held on a rotation of morning and evening meetings. Additionally, communication is occurring through a monthly calander that is sent home as well as posted on the BETA website in both English and Spanish. In September not only was there a PA meeting but also separate cohort meetings as well as ESL meetings. Every meeting has translation services. A spanish speaking tanslator is present at all BETA activities and meetings. If a parents L1 is other than English the DOE phone translation service is used or a translator is arranged through the DOE or one of the two ESL schools in the campus (ELLIS or Marble Hill). All meetings and materials sent home are sent home in English as well as the parents native language. A separate ESL meeting takes place three to four times a year run by Mr. Bangali and Ms. Larsen. Not only are student needs addressed during these meetings, but parents are made aware of Kennedy Campus as well as community programs available to English language Learning adults and children.
 2. Bronx Engineering and Technology Academy does not partner at this time to provide workshops or services to ELL parents but is working on a partnership with parents to provide language instruction to parents as well as computer literacy. When and if partnerships occur all efforts will be made to ensure translation services are available at all times at all events.
 3. Anecdotal parent feedback is gathered by the cohort guidance counselors. Once a week there is a cohort meeting for each cohort (Senoir Team, Junior Team, Sophmore Team, Freshman team). Each team includes the minimum of the cohort counselor, a special educator and an administrator. During these cohort meetings, along with a variety of other topics, any needs of ELLs that are not being met are discussed along with academic and social progress. Any appropriate needs or topics that need to be passed on in the Parents discussed at the Parents' Association meetings as well as in the SLT meetings.
 4. It is through the Parents' Association meetings that it is ensured that parental activities address the needs of parents. For example, the present project of the YMCA's adult education program in the Kennedy Campus offering language instruction to BETA's parents as well as computer literacy classes.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X213 School Name: Bronx Engineering & Technology Acad

Cluster: 5 Network: CFN 562

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.

BETA's primary parent L2 is Spanish. A spanish Interpreter is available at all meetings. The monthly calander and letter home are provided in both English and Spanish. Our phone messenger messages are also left in both English and Spanish. For parents whose language is other than English, the Department of Education translation services site provides BETA with many of the necessary forms and communications in multiple languages. Additionally, the school requests specific language interpreters through this service.

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

The main source of home language is determined through the Home Language as stated as a child's home language on the ATS. The school community has this reported throughThe school community uses the Skedula program to contact a child's home. On this program the home language is stated so if a community member needs to speak to a parent and needs an interpreter one can be provided.

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.

BETA's primary parent L2 is Spanish. A Spanish Interpreter is available at all meetings. The monthly calendar and letter home are provided in both English and Spanish. Our phone messenger messages are also left in both English and Spanish. For parents whose language is other than English the Board of Education translation services site provides BETA with many of the necessary forms and communications in multiple languages. Additionally, the school requests specific language interpreters through this service. Our other languages in our community at this time are Bengali, French Creole and Mandarin.

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 oral interpretation for Spanish is provided in-house through one of our many Spanish bi-lingual speakers. For Bengali, French Creole and Mandarin (Our languages at this time) we use parent and student volunteers if there is any on-the-spot type issue we contact in-building schools ELLIS and/or Marble Hill who are international students.

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>.

We utilized School Messenger to invite all parents to our first parent association meeting which took place on October 24, 2013 right before Parent Teacher conferences. It is at this meeting that all materials including the ESL survey and choice forms as well as the availability of programs and services were made available to all BETA parents.

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: BX Engineering & Tech. Academy	DBN: 10X213
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 58
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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 29

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:

Funding: Per-session for after-school AELL instruction and supervision - Funding for Rosetta Stone and supplementary materials needed for the after school program

Students Served: ELL students will receive supplemental instruction in the form of after-school tutoring program once a week. The rationale behind the after-school tutoring is to provide supplemental targeted and differentiated instruction based on their NYSESLAT results. ESL tutoring will be offered every Monday from 3:45 - 5:00pm throughout the school year, approximately 26 Monday tutoring sessions will be held. Grade levels served are 9 - 12 will be served. Students will range from Beginner/Intermediate and Advanced ELLs. Language of instruction is in full immersion English with Spanish support as the majority of our ELLs are native Spanish speakers.

Service Providers: We currently have two certified ESL teachers who provide and/ or oversee these services. There will be one teacher per every 8 students present. The teacher may or may not be ELL certified but may be certified in math, English, history or science and supervised by either the ELL coordinator (Currently 2012- 2013 Ms. Kristine Larsen or ESL teacher Mr. Bangali)

Materials used and on who:

* Beginner/ Intermediate ELLs as per NYSESLAT scores will use texts and resources from SIOP (Sheltered Instruction Observation Protocol).

* Beginner/Intermediate and Advanced ELLs: teachers will use the students' actual class work and homework to support the students learning. Using student current work: Vocabulary drills/supports will be done; How to use graphic organizers; re-teaching materials broken down into small pieces; supplemental reading materials on topic of current studies but leveled will also be used. Writing will be supported through use of laptops making use of technology programs for organization, grammar and spelling support programs.

* Additional Rosetta Stone is used as an additional support for the beginner ELL's. As they are in need of repetitive basic English Language supports.

Additionally, a multi-sensory approach is integrated into these programs through projects, student performances and field trips, plays and cultural events for additional English exposure while keeping the interest/student engagement level high.

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:

Who Receives Training: BETA currently has 61 ELLs on register so all teachers must receive data as well as professional development on how to meet the needs of these students. ESL Teacher Santonyo Bangali, and ESL Coordinator Ms. Larsen, will continue to attend ESL professional development sessions throughout the school year. This allows us to turn- key the most up to date strategies and supports available for English language learners. ESL teachers who attend professional development sessions are provided with an opportunity to turn-key their learning to the entire staff during our Wednesday professional development time.

Most Current PD Attended: They have gone to and come back and shared information from the following Professional Developments plus many others:

* Mr. Bangali and Ms. Larsen: CCLS (Common Core Learning Standards): Enhancing CCLS Practices to Support Achievement for ELLs in Math series meeting once a month for the 2012 -2013 school year - run by Miguel Cordero Mathematics/ELL specialist Office of English Language Learners NYCDOE

* 7 Full days SIOP Sessions for ELL Teachers: Mr. Bangali and Ms. Larsen through New Visions for Public Schools beginning May 30 2012 - June 26 2012 for implementation beginning September 2012.

* Ms. Larsen Social Studies and Science, Mr. Bangali English: Common Core fellows 4pm-7pm Wednesdays October - June

Funding: When special ELL PDs are available in areas in which travel or overnight is necessary or fee's to be paid this is made through available funding. All staff are prepared for continued work with ELLs through Mr. Bangali and Ms. Larsen turn-keying these professional development take-always in staff meetings on Wednesdays from 2:335 - 3:20 when scheduled to do so. Additionally Ms. Larsen supports teachers through her push-in duties supporting teachers through modifying assignments and/or providing supplemental materials. Additionally, many staff members who have not met Jose P. mandated hours attend professional development around ELL instruction through the DOE. Every semester data is provided to the staff providing ELL data including but not limited to NYSESLAT scores.

Part D: Parental Engagement Activities

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:

Funding: Per-session for teachers and supervision, after school meetings, printed materials, guests speakers, computer resources, translation services when needed, refreshments

ESL Parents' Meetings take place 4 times a year, and are run by Mr. Bangali and Ms. Larsen. Two of the meetings take place in the Fall term, and the remaining two take place in the Spring term. 61 of our students are classified as English Language learners; however, many of our parents have limited English proficiency although their children are not ELLs. To address this issue, all BETA parents are invited to the ESL parent meetings through communication via phone messenger and the monthly school calendar in both English and Spanish the primary second language.

During these meetings we have introduced parents of ELL's to a program at The Y, where adults can learn basic English speaking, reading, and writing skills. In addition, The Y offers citizenship assistance, and instructs anyone who is interested in basic computer programs. Two of the programs taught are Microsoft Word and Internet Explorer. Microsoft is geared towards resume writing, and the internet is directed towards job search and research on various topics and subjects. In our parent meetings, we also introduced the parents to the logistics of the NYSESLAT, the Regents, and the requirements needed for students to graduate high school in New York State.

Information shared, guests speakers and programs offered to parents are chosen as determined by the data of the ELL population of the current cohorts. ATS reports such as: The RLAT (NYSESLAT scores past three years), RHLA (home language aggregation report), RSFE (SIFE report) and RYOS (Years of Service report) are used to choose proper programs for the parents.

BETA parents are also welcomed through the schools' bi-lingual guidance counselor Ms. Garcia to be trained on the computer how to track their Childs' progress through the schools commination software "Datacations". Mr. Bangali and Ms. Larsen ensure that all parents are made aware of programs offered on the Kennedy Campus as well as community programs available to English language Learning adults and children. Twenty of BETA staff memebtrs speak Spanish and two Hindi and one Bangali and two French. Staff members are paid per-session to translate at community events. For other parent languages the DOE telephone translation services are used or a translator from another school on the campus is shared (two ESL schools in the building ELLIS and Marble Hill).

We will continue to seek out programs throughout the 2012-2013 school year to address the needs of ELL families and those families whose child may not be classified as ELLs but have limited English

Part D: Parental Engagement Activities

proficiency.

Part E: Budget

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

Allocation Amount: \$

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