



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX HIGH SCHOOL OF BUSINESS

DBN (i.e. 01M001): 09X412

Principal: VINCENT RODRIGUEZ

Principal Email: VRodriguez3@schools.nyc.gov

Superintendent: CARRON STAPLE

Network Leader: ROBERTO HERNANDEZ

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

| | |
|---|---|
| Indicate that a section has been completed by marking an "X" in the box to the left of each section | |
| X | School Leadership Team Signature Page |
| | The SCEP Overview |
| | Action Plans 1 – 5: Each of the five Action Plans must contain the following elements- |
| X | <ul style="list-style-type: none"> ▪ A major recommendation with HEDI rating ▪ Statement Of Practice (SOP) selected aligned to the goal ▪ A goal aligned to the major recommendation ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Priority Schools Only

| | |
|----------|---|
| X | Expanded Learning Time (ELT) Program Description |
|----------|---|

School Information Sheet for 09X412

| School Configuration (2013-14) | | | | | |
|---|-------------|--|-----|--|-------|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 359 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 4 | # Music | 2 | # Drama | N/A |
| # Foreign Language | 18 | # Dance | N/A | # CTE | 21 |
| School Composition (2012-13) | | | | | |
| % Title I Population | 77.7% | % Attendance Rate | | | 83.3% |
| % Free Lunch | 100.0% | % Reduced Lunch | | | 0.0% |
| % Limited English Proficient | 29.0% | % Students with Disabilities | | | 19.6% |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | N/A | % Black or African American | | | 35.9% |
| % Hispanic or Latino | 61.6% | % Asian or Native Hawaiian/Pacific Islander | | | 1.7% |
| % White | 0.3% | % Multi-Racial | | | 0.3% |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 0.6 | # of Assistant Principals | | | 2 |
| # of Deans | N/A | # of Counselors/Social Workers | | | 4 |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | | | 8.6% |
| % Teaching with Fewer Than 3 Years of Experience | 50.0% | Average Teacher Absences | | | 7.1 |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | | N/A |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | 45.6% | Mathematics Performance at levels 3 & 4 | | | 35.0% |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | | 43.4% |
| 6 Year Graduation Rate | 61.5% | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | X | | | | |

Accountability Status – Elementary and Middle Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | | |
|---|-----|--|--|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |

Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | | |
|---|-----|--|--|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | | | Yes |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | No | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | No |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | No | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | No |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | No | | | | |

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

| | | | | | | |
|---|--|--|--|-----|-----|----|
| Answer the following questions regarding the 12-13 SCEP | | | | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | | | | |
| Goal #4 was one of the highlights for the 2012-2013 school year. We were able to start a school wide support team to address the social emotional needs of all students. The other strength that was noted were the many workshops offered to our parents throughout the school year (Goal #5). Goal #1 was also a positive for the 2012 – 2013 school year, we were able to train and build capacity within our school in developing a point person who now is our data specialist for the school. | | | | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | | | | |
| Goal #2 is an area that still needs improvement, where teachers have not created lesson plans that have multiple entry points when delivering instruction. We still are not meeting the needs of ALL our students because of this. | | | | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | | | | |
| One of the barriers that was encountered was not finding somebody qualified to run and implement the fiber optic program outlined in Goal #2. Another area within Goal #2 was the designing and implementation of a rigorous lesson, where many of the classrooms observed still are not challenging and creating a rigorous environment. | | | | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | | | | |
| When it came to the social emotional support of the students and providing workshops for parents the degree of success was 100%. When it came to the instructional/classroom implementation of the SCEP the success rate would be 40%. | | | | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | | | | Yes | X | No |
| If all the goals were not accomplished, provide an explanation. | | | | | | |
| Teachers are still not creating a rigorous classroom environment. Teachers are not asking higher order thinking questions. Classroom instruction delivered by teachers is teacher centered, and not enough cross talking among the students. | | | | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | | | | X | Yes | No |

Developing the 2013-14 SCEP

| | | | | |
|--|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP | | | | |
| Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP. | | | | |
| We do not believe any barriers or challenges exist as we implement the goals for the 2013-2014 school year. | | | | |
| List the 13-14 student academic achievement targets for the identified sub-groups. | | | | |
| SWD and ELLs both achieve the following: <ul style="list-style-type: none"> • 10 plus credits for the school year • Pass or increase levels required state exams (regents and NYSESLAT) | | | | |
| Describe how the school leader(s) will communicate with school staff and the community. | | | | |
| The school leaders will communicate with school staff through the following methods: <ul style="list-style-type: none"> • Whole or small group meetings • Email/correspondence (i.e. memos) • One – to – One conferencing • Meaning feedback from observations (formal and informal) either written and or face to face | | | | |
| Describe your theory of action at the core of your school's SCEP. | | | | |
| The theory of action plan is based on the following key elements: <ul style="list-style-type: none"> • Identify a limited number of priority areas with stakeholders to guide improvement efforts • Identify (student outcomes) and (adult actions) indicators for each priority area • Identify a limited number of high-leverage, research-based strategies that guide each priority area of adult work. • Prioritize the use of resources to support implementation of the strategies • Identify measurable adult action or process results indicator to assess progress and guide decision making | | | | |
| Describe the strategy for executing your theory of action in your school's SCEP. | | | | |
| For the School Support Team and Peer Mediation Club as well as the Incentive Program will be designed and ran by the school social worker. Goals 2&3 will be lead and implemented by the Team Leaders (Teachers). All of which will be supported by the school principal. | | | | |
| List the key elements and other unique characteristics of your school's SCEP. | | | | |
| The key element of the school's SCEP is the sustainability of the results that will result from the school's effort to build capacity | | | | |

within the school community. This will be done by supporting the Instructional Team Leaders to take ownership of key levers for change such as Inquiry work, data analysis and professional development.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school administrative team will oversee the execution of the goals outlined in the SCEP. On a monthly basis the administrative team will meet to discuss the progress and implementation of the SCEP. Revisions to the plan will be implemented as needed. The execution of the plan will be a top down model, where the administrative team meets with the Team Leaders and discuss and analyze the data, then the Team Leaders will meet with their perspective team members to create plan of action to address the findings from the data analysis.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

| | | | |
|---|----------------|---------------------|-----------|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable). | | | |
| All The 2012-13 Progress Report indicates that the percentage of students in the school’s lowest third who accumulated 10+ credits was 50%, 62.1% and 35.7% for grades 9,10 &11. The 2011-12 Progress Report indicates that the percentage of students in the school’s lowest third who accumulated 10+ credits was 58.1%, 60.7% and 43.8% for grades 9,10 &11. The 2010-11 Progress Report indicates that the percentage of students in the school’s lowest third who accumulated 10+ credits was 80.8%, 65.7% and 44.8% for grades 9,10 &11. The 2012-13 Quality Review recommended that the school needs to “Increase opportunities to develop leadership capacity and build on the work of teacher teams to include consistent analysis of student work that will lead to improved student outcomes.” | | | |
| Review Type: | Quality Review | Year: | 2012-2013 |
| | | Page Number: | 4 |
| | | HEDI Rating: | NA |

Tenet 2: School Leadership Practices and Decisions

| | | | |
|--|---|----------|---|
| Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | |
| | 2.2 School leader’s vision | | 2.3 Systems and structures for school development |
| | 2.4 School leader’s use of resources | X | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

| | |
|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. | |
| By June 2014 our school will design instructional strategies using formative and summative assessments aligned with the Common Core Learning Standards which will lead to credit accumulation for students in the school’s lowest third by 10% | |

Instructional Strategies/Activities

| | |
|---|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. School administrators will support teachers in identifying students who are in the schools’ lowest third in each class. 2. Teachers will track the academic progress of students who are in the lowest third and provide specific academic interventions for those falling behind before each marking period. 3. School administrators will review the list of students falling behind and the specific academic interventions provided with each teacher. 4. School administrators and guidance counselors will counsel at risk students in the school’s lowest third to engage in targeted AIS activities that are offered afterschool and on Saturday. 5. School Administration with Network support will explore opportunities to increase common planning time for teachers in the spring semester by optimizing the school’s program. 6. Network achievement coach will support Instructional Team leaders in using MOSL data and the CCLS aligned writing rubric from the NYC Performance Assessments in ELA to identify and prioritize student learning needs. 7. Network achievement coach will support Instructional Team leaders in making and monitoring the efficacy of specific instructional adjustments to address targeted student learning needs. 8. Network instructional team will support Instructional Team Leaders in evaluating the alignment of existing curricula to the CCLS and revising if necessary using the Tri-State rubric. | |
| B. Key personnel and other resources used to implement each strategy/activity | |
| <ol style="list-style-type: none"> 1. Network support providing professional development to administrative staff and team leaders. 2. Team Leaders turnkey the information to subject team members (small or whole group setting). | |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity | |
| <ol style="list-style-type: none"> 1. By October 15th 75% of all teachers will have identified the students in their classes who are part of the school’s lowest third. 2. By January 15th teachers will have specific academic interventions for all at risk students in the school’s lowest third. 3. By January 15th administrators will review the progress and intervention plans for all of the students in the school’s lowest third. 4. By January 15th administrators and guidance counselors will conference with all at risk students who are in the school’s lowest third. 5. By February 1st school leaders will verify using data from STARS that 75% of students in the school’s lowest third have increased their credit accumulation by 10% from previous year. 6. By February 1st the school will have a new program in place that increases the amount of common planning time for teachers. | |
| D. Timeline for implementation and completion including start and end dates | |
| <ol style="list-style-type: none"> 1. By October 31st school administrators will provide teachers with a list of their students who are in the school’s lowest third. 2. From November 2013 to June 2014, at the midpoint of each marking period, teachers will provide administrators with a progress update and a specific list of academic interventions for students in the lowest third who are not making adequate progress. | |

3. From November 2013 to June 2014, at the midpoint of each marking period, administrators will meet with each teacher to review the status of students in the lowest third and provide feedback on their academic interventions
4. From November 2013 to June 2014, school administrators and guidance counselors will meet with at risk students who are in the lowest third and guide them to targeted AIS services.
5. From December 2013 to January 2014, school administrators and the network team will meet with the programmer to revise the school's program to increase common planning time for teachers.
6. By December 31st 2013, school administrators and Instructional Team Leaders will review all MOSL data.
7. From December 2013 to June 2014 Instructional Team Leaders and the teachers in their respective departments will implement specific instructional adjustments.
8. By June 2014, all existing curricula will have been evaluated for alignment to the CCLS and revised if necessary

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

1. Common Planning Time for teachers (8th period) throughout the week.
2. Informal observations throughout the school year.
3. Common meeting times for Admin and Team Leaders throughout the school year (this may occur in an after school setting).
4. Network support of materials and professional development for Admin and Team Leaders
5. Program 2.5 will fund teacher per session which will be used for after school tutoring, credit recovery, and Saturday academy.

Budget and Resource Alignment

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

| | | | | | | | |
|----------|---------------------|----------|-----------------|-----------------|------------------|------------------|---------------|
| X | PF Set Aside | X | Tax Levy | Title IA | Title IIA | Title III | Grants |
|----------|---------------------|----------|-----------------|-----------------|------------------|------------------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

As needed, we can use the Citywide Instructional Expectation Funding.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | |
|---|-------------------------|--|---|
| PF AIS | PF CTE | PF College & Career Readiness | PF Common Core |
| PF ELT | PF Inquiry Teams | PF NYS Standards and Assessments | PF Parent Engagement |
| PF Positive Behavioral Management Programs | PF RTI | X | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Most student tasks were not well aligned to the CCLS and most assignments did not push students to produce work that was at their grade level. As a result, teachers are not using instructional practices and strategies that promote high levels of engagement and inquiry by all students.

| | | | |
|------------------------------------|--------------------------|-----------------------|-----------------------|
| Review Type: Quality Review | Year: 2012 – 2013 | Page Number: 4 | HEDI Rating: D |
|------------------------------------|--------------------------|-----------------------|-----------------------|

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | |
|----------|----------------------------------|--|
| X | 3.2 Enact curriculum | 3.3 Units and lesson plans |
| | 3.4 Teacher collaboration | 3.5 Use of data and action planning |

Annual Goal #2

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

By June 2014, the student passing rate on the US History Regents exam will improve by at least 10%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Network will support school leadership effort to access and review historical scholarship data to assess the level of preparation students have received from specific teachers.

2. Students who are taking the US History Regents exam in June will be placed in classes taught by teachers with strong content knowledge and pedagogical skills.
 3. Network literacy instructional specialist will support the effort of US History teachers to infuse the Common Core Literacy Standards for Social Studies in their teaching where appropriate to increase the level of rigor for all students
 4. Network achievement coach will support US History teachers to use the MOSL assessment data and CCLS aligned rubric from the NYC Performance Assessments to provide specific instructional adjustments to support the literacy skills of their students.
 5. US History teachers will use a variety of formative assessments, including weekly Regents based quizzes, to identify gaps in students' content knowledge and to modify their instruction.
- B. Key personnel and other resources used to implement each strategy/activity**
1. School Administrators
 2. Team Leaders
 3. Teachers
 4. Network Coaches
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. By January 2014, school leaders will ensure that students taking the US History Regents in June are being taught by teachers with strong content knowledge and pedagogical skills
 2. By February 2014, all US History classes will demonstrate evidence of common core aligned instruction in the quality of student work products
 3. By March 2014, 75% of students will demonstrate improvement in stating a focus position that is clear, credible and supported by evidence when compared to their baseline MOSL scores.
 4. By April 2014, 75% of students will demonstrate a narrowing of the content gap by improved performance on mock Regents exams
- D. Timeline for implementation and completion including start and end dates**
1. From September 2013 to January 2014, school leaders will review current and historical scholarship data.
 2. In the spring semester, students who are taking the US History Regents exam in June will be placed in classes taught by teachers with strong content knowledge and pedagogical skills
 3. From September 2013 to June 2014, US History teachers will infuse the Common Core Literacy Standards for Social Studies in their teaching
 4. From December 2013 to June 2014, US History teachers will use the MOSL assessment data and CCLS aligned rubric from the NYC Performance Assessments to provide specific instructional adjustments to support the literacy skills of their students
 5. From September 2013 to June 2014, US History teachers will use a variety of formative assessments, including weekly Regents based quizzes, to identify gaps in students' content knowledge and to modify their instruction.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers use the Tri-State Rubric found in the Engage NY website.
 2. Teachers use/modify existing modules found in the Engage NY website during common planning time.
 3. Teachers will use the online ATLAS program to create/modify and implement curriculum maps.
 4. Teacher teams will use the principles of Marzano Pickering and Pollock when writing curriculum maps (setting instructional objectives, aligning assessments to objectives and providing feedback, cooperative learning, higher order questioning, and reinforcing effort and providing recognition).
 5. Program 3.2 will fund per session for teachers who will run after school programs, Saturday Academy, specialized tutoring, credit recovery, and native language support for ESL students.

Budget and Resource Alignment

| | | | | | | | | | | |
|--|---|----------|-------------------------|----------|--|----------|---|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| X | PF Set Aside | X | Tax Levy | X | Title IA | | Title IIA | | Title III | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| As needed, we can use the Citywide Instructional Expectation Funding. | | | | | | | | | | |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. | | | | | | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core | | | |
| X | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement | | | |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders | | | |

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Engage in structured professional collaborations on teams using an **inquiry approach** that promotes shared leadership and focuses on improved student learning and increase opportunities to develop leadership capacity and build on the work of teacher teams to include consistent analysis of student work that will lead to improved student outcomes.

| | | | | | | | |
|---------------------|----------------|--------------|-----------|---------------------|-------|---------------------|---|
| Review Type: | Quality Review | Year: | 2012-2013 | Page Number: | 5 & 7 | HEDI Rating: | D |
|---------------------|----------------|--------------|-----------|---------------------|-------|---------------------|---|

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|---|---|---|--|
| √ | 4.2 Instructional practices and strategies | | 4.3 Comprehensive plans for teaching |
| | 4.4 Classroom environment and culture | √ | 4.5 Use of data, instructional practices and student learning |

Annual Goal #3

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

By June 2014, the administrative staff will provide Professional Development with Team Leaders to school staff members. As a result 100% of teachers will engage in inquiry work as measured by student and teacher datafolios.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Data Specialist will provide administrative staff with school wide data.
2. Team Leaders meet with administrative staff to identify areas of concerns.
3. Team Leaders meet with teacher team members to identify instructional plan for implementation.
4. Team Leaders work with teacher team members to identify individual goals and benchmarks for each student.
5. Classroom teachers implement instructional plan.
6. Team Leaders monitor progress of instructional plan (informal observations; summative data analyzed).
7. Team Leaders meet with Admin staff with progress report of informal(s) and data analysis.
8. Team Leaders and Admin determine if plan needs revision based on data.
9. Team Leaders are also invited to Instructional Institutes (PD) with Network, where information is turn keyed to school/teacher teams.

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

1. School Administration
2. Team Leaders (each subject)
3. Network Coaches

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

1. School wide data is used to inform/plan for instruction
2. Team Leaders are using school wide data with teacher team members to develop strategies for classroom instruction using an inquiry approach.
3. Team Leaders are to evaluate curricula, instructional practices and use of resources (data).

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

1. Begin sharing of school wide data September 2013, ongoing to June 2014
2. Team Leaders attending Instructional Institutes with network September 2013, ongoing to June 2014
3. Team Leaders meeting with Admin and Teacher Team September 2013, ongoing to June 2014 to discuss school wide data, identify instructional strategies and individual student goals.
4. Team Leaders meet with Admin to discuss instructional strategies progress in using the inquiry approach starting September 2013, ongoing throughout school year to

June 2014.

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

1. Common Planning time.
2. Release of instructional duties to attend external workshops with network.
3. After school or Saturday per session as needed.
4. Network support staff/coaches.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|---|----------|-------------------------|--|--|--|-----------------------------|---|------------------|--|---------------|
| | PF Set Aside | X | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| None | | | | | | | | | | | |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. | | | | | | | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core | | | | |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement | | | | |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | X | PF Supporting Great Teachers & Leaders | | | |

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school's attendance rate has been 77%, 84% and 85.5% as reported by the 2012-13, 2011-12 and 2010-11 Progress Reports.

| | | | | | | | |
|---------------------|----------------|--------------|-------------|---------------------|---|---------------------|----|
| Review Type: | Quality Review | Year: | 2012 – 2013 | Page Number: | 6 | HEDI Rating: | NA |
|---------------------|----------------|--------------|-------------|---------------------|---|---------------------|----|

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | | |
|--|-------------------------------------|--|---|---|
| | 5.2 Systems and partnerships | | √ | 5.3 Vision for social and emotional developmental health |
| | 5.4 Safety | | | 5.5 Use of data and student needs |

Annual Goal #4

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

By June 2014, the school's attendance rate will increase by 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. The School Support Team (SST) will meet to discuss individual cases of at risk students based on the OORS data.
2. Dean refers the student to SST
3. Students who are suspended or identified for detention in OORS meets with either a guidance counselor or social worker to discuss behavioral expectations
4. Students with repeated behavioral problems are referred to meet with SST where Parent and student participate in the meeting to develop an intervention plan.
5. Purchase a PlayStation 3 and/or PlayStation 4 and invite students who have achieved a 85.7% attendance rate to participate in free playtime prior to their scheduled classes or lunch period.
6. The SST committee will provide professional development for staff to recognize behavioral as well as social emotional issues related to the students in the classrooms.
7. With the Peer Motivators Club (PM Club) students will meet weekly in an after school setting to address behavioral, social/emotional topic such as bullying, peer pressure, teen dating violence, and other highly sensitive matters that teens face today. These topics are presented in a creative theatrical method either in a classroom or in the library.

8. The Network's Data/IT Director will consult with the school's programmer to support the school in reorganizing its current House structure by creating grade level teams that include an Assistant Principal, guidance counselor and content area teachers to support the academic and social-emotional needs of students.
9. The attendance team will use Skedula reports to identify at risk students on a weekly basis and plan interventions.
10. Parental outreach will be done on a daily basis by phone master and by individual teachers.
11. The Deputy Network Leader for Operations will support guidance personnel in their efforts to counsel the at-risk students with low attendance .Guidance counselors will meet with at risk students to align academic intervention services.
12. The Achievement Coach will support Instructional Leads and the attendance team in using existing data tools (Skedula) to effectively monitor student attendance

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

1. School Social Worker
2. Parent Coordinator
3. Dean
4. Attendance Teacher
5. Guidance Counselors (2)

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

1. The effectiveness and impact of strategies and activities can be measured through the viewing of the following data/reports to determine if a drop in each area:
 - a. OORS Report (drop of 10%)
 - i. Detention
 - ii. Suspension
 - b. Student Survey (view student's responses to determine how safe and how respected they feel)
 - c. School Attendance Report (increase of attendance by 5%)
 - d. Scholarship Reports (increase on pass rate for classes by 5%)
 - e. Dean Referrals (decrease of referrals by 5%)

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

1. September 2013 to June 2014
2. The SST meets bi-weekly throughout the school year.
3. The PM Club will meet once a week in an afterschool setting throughout the school year.
4. The incentive program (PlayStation group) will meet twice a week.

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

1. Purchasing of PlayStation console(s)
2. Per-Session
3. Food
4. Supplies as needed

Budget and Resource Alignment

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

| | PF Set Aside | X | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|--|--------------|---|----------|--|----------|--|-----------|--|-----------|--|--------|
|--|--------------|---|----------|--|----------|--|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

NONE

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
|---|--|--|------------------|--|----------------------------------|--|--|
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement |
| X | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

| | | | | | | | |
|--|-----------------------------|--------------|-------------|---------------------|---|---------------------|---|
| Increase parent involvement with taking the Learning Environment Survey. | | | | | | | |
| Review Type: | Learning Environment Survey | Year: | 2012 - 2013 | Page Number: | 2 | HEDI Rating: | D |

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|---|--|---|-------------------------------------|
| √ | 6.2 Welcoming environment | √ | 6.3 Reciprocal communication |
| √ | 6.4 Partnerships and responsibilities | √ | 6.5 Use of data and families |

Annual Goal #5

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

By June 2104 parental involvement will increase by 20%.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Provide workshops to parents to help them develop the necessary skills needed to familiarize themselves with SKEDULA, ARIS, NYS Exams, Common Core, Attendance and College Readiness.
 2. Administer a parents' needs survey
 3. Hold family events including movie night, family night, immigration informational seminars, health related workshops, and other pertinent topics
- B. Key personnel and other resources used to implement each strategy/activity**
1. Parent Coordinator
 2. School Data Specialist
 3. Guidance Counselor
 4. Attendance Teacher
 5. Network support staff
 6. Other school based staff (i.e. school aides, paraprofessionals as needed)
 7. Community Based Organizations
 8. Parents
 9. Students
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Monitoring the amount of parents who attend Parent Association meetings and other events.
 2. Monitor the amount of parents who participated in the Learning Environment Survey.
- D. Timeline for implementation and completion including start and end dates**
1. Workshops begin December 2013 and will continue throughout the school year, ending on June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. School Wide Calendars will be distributed monthly to parents identifying the workshops and events being offered.
 2. Partnership with Community Based Organization to help increase parent involvement.
 3. Use of Phone Master System to help communicate with parents
 4. Program 6.2 will be used fund teacher per session in support of running the parent workshops noted above.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Tax Levy as needed.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|--|---------------|--|---------------|--|--|--|-----------------------|
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
|--|---------------|--|---------------|--|--|--|-----------------------|

| | | | | | | | |
|--|---|--|-------------------------|--|---|----------|---|
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | X | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

- Offer tutoring in an after school and Saturday setting.
- Offer regent(s) prep help in an after school and Saturday setting.
- Offer credit recovery classes in an after school and Saturday setting.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **The instructional strategies and activities implemented include teacher lead instruction in smaller settings for tutoring and regent(s) prep classes. While in these small classroom settings teacher will incorporate Marzano, which is a researched base instructional approach. In other settings we are offering NOVANET (with Pearson) credit recovery program (online) which has been approved and recognized as a researched base instructional approach by the NYCDOE. Both settings is offered in an after school and or Saturday program.**
 - a. **After school programs will run from Monday through Thursday from October 2013 to January 2014 from 3:30 PM to 5:30 PM. In this program we would offer after-school tutoring, credit recovery and regents prep classes.**
 - b. **Saturday program from October 2013 to January 2014 from 9 AM to 1 PM. Here we offered tutoring, credit recovery and regents prep classes.**
 - c. **From February 2014 to June 2014 we offer a P.M. school model. Students would attend classes for approximately ninety minute periods and offer two periods from Monday to Wednesday from 3:30 PM to 6:30 PM. These classes focuses on credit recovery and regents prep.**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **NOVANET (Pearson Product)**
2. **Staff (Supervising Administrator, Teachers and School Aides)**

C. Identify the target population to be served by the ELT program.

1. English Language Learners (ELL)
2. Students with Disabilities (SWD)
3. Over aged under credited
4. Students who have failed required classes to meet graduation requirements
5. Students who have failed required regent(s) to meet graduation requirements.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the **Activities** section.

| | | | | | | | | | | | |
|---|--------------------------|--|-------------|--|-------------|---|------------|---|------------|--|-----|
| | 21 st Century | | Tax Levy | | Title I SWP | | Title I TA | X | Title I PF | | C4E |
| X | Title III | | Title I SIG | | PTA Funded | X | Grants | | In Kind | | |

List any additional fund sources your school is using to support the instructional goal below.

Tax Levy funds as needed.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the **Activities section.**

Sports and Arts Community Program – affiliated with the 21st Century Grant

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Network manages the 21st Century funding
Sports and Arts CBO delivers the services and pays for some of the personnel cost
School provides personnel to offset additional services as needed.

ELT Program Narrative

| | | | | |
|--|--|------------------|----------|------------------|
| Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program. | | | | |
| A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth. | | | | |
| The ELT program meets the academic needs for all participating students by helping them either achieve credits needed, helping them prepare for state assessments (regent(s)) to meet graduation requirements. With the Sports and Arts CBO, additional activities are offered (i.e. sports related activities, art and design). The tutoring component of the ELT Program helps students prepare for academic achievements in their everyday classes which will boost student's confidence and moral. | | | | |
| B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes. | | | | |
| The ELT program meets the academic needs for all participating students by helping them either achieve credits needed, helping them prepare for state assessments (regent(s)) to meet graduation requirements. With the Sports and Arts CBO, additional activities are offered (i.e. sports related activities, art and design). The tutoring component of the ELT Program helps students prepare for academic achievements in their everyday classes which will boost student's confidence and moral. | | | | |
| C. Describe how the ELT program will address the unique learning needs and interests of all students. | | | | |
| The ELT program helps students meet the graduation requirements by either allowing them to obtain a credit that is needed and or help them prepare to pass one of the state exams. | | | | |
| D. Are the additional hours mandatory or voluntary? | | Mandatory | X | Voluntary |
| E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating. | | | | |
| Daily attendance is taken and counseling is given by the guidance staff should a student fall behind with attendance. Teachers call the home when students do not show up for either a tutoring or credit recovery class as well. Tutoring is offered at two hours a day, four days a week; credit recovery is also given the same amount of time; a Saturday component is being offered as well where services are given for tutoring, credit recovery at four hours each session. Total hours a week offered for tutoring and credit recovery for the weekday and Saturday program are twenty hours. | | | | |
| F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement. | | | | |
| The school wide data shows that many students have fallen behind on credit accumulation and have repeatedly failed the state assessments, therefore, credit recovery as well as regent(s) prep/tutoring classes are being offered. | | | | |
| G. Are you using an ELT provider procured using the MTAC process? | | Yes | X | No |
| H. Describe how you are evaluating the impact of the ELT program on student achievement. | | | | |
| The impact will be measured by viewing school wide data (scholarship reports for credit accumulation) as well as HSST Reports for regent(s) pass rate. | | | | |

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 | Tutoring and Credit Recovery | Online and Teacher lead instruction | Monday/Wednesday and Saturday |
| Mathematics | Tutoring and Credit Recovery | Online and Teacher lead instruction | Monday/Wednesday and Saturday |
| Science | Tutoring and Credit Recovery | Online and Teacher lead instruction | Monday/Wednesday and Saturday |
| Social Studies | Tutoring and Credit Recovery | Online and Teacher lead instruction | Tuesday/Thursday and Saturday |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Intervention and Support Services for academic and social emotional | Small group or one-to-one setting | Throughout the school year starting September 2013 ending June 2014 |

**Title I Information Page (TIP)
For School 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. |
| Teachers attend professional development either with the school or externally (i.e. DOE or CFN sanctioned PD) |

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). |
| Teacher teams (subject based) or school wide professional development surrounding the Charlotte Danielson Framework. Principal and cabinet meet with Talent Coaches from the DOE to ensure calibration of observation process using the Charlotte Danielson Framework. |
| Teacher Teams (subject based) meet to align the curriculum to the Common Core Learning Standards, this process is supervised and monitored by assistant principal. |
| Assistant Principals and teachers attend subject based professional development offered by the CFN (INSTITUTE Workshops). |

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 <i>the intent and purpose</i> 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 coordinated with the school social worker and guidance staff to include the school principal. Students are identified via the housing status on ATS and the aforementioned staff will identify the needs of the students in temporary housing. Once the needs are identified a plan will be devised to support these students. |

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.). |
| |

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 instructional Lead for each team meet regularly (weekly) to discuss the use and selection of assessment measures. After assessments have been administered, the instructional leads will meet to review and discuss the data to plan instruction adjustment. |

TA Schools Only

Use of Program Resources

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

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;

**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 09 | Borough Bronx | School Number 412 |
| School Name Bronx High School of Business | | |

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 Vincent Rodriguez | Assistant Principal Michael Barba |
| Coach type here | Coach |
| ESL Teacher Vilma Delgado | Guidance Counselor Ebony Reid |
| Teacher/Subject Area Maureen Nibbs | Parent |
| Teacher/Subject Area | Parent Coordinator Yesenia Brown |
| Related Service Provider | Other type here |
| Network Leader(Only if working with the LAP team) | 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. | 3 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 2 | 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) | 362 | Total number of ELLs | 96 | ELLs as share of total student population (%) | 28.45% |
|--|------------|----------------------|-----------|---|---------------|

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 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | | | | | 3 | 3 | 3 | 3 | 12 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 96 | Newcomers (ELLs receiving service 0-3 years) | 46 | ELL Students with Disabilities | 18 |
| SIFE | 17 | ELLs receiving service 4-6 years | 18 | Long-Term (completed 6+ years) | 32 |

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 | 46 | 12 | 1 | 18 | 2 | 1 | 32 | 3 | 16 | 96 |
| Total | 46 | 12 | 1 | 18 | 2 | 1 | 32 | 3 | 16 | 96 |

Number of ELLs who have an alternate placement paraprofessional: 2

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 | | | | | | | | | | 17 | 17 | 34 | 24 | 92 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | 1 | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | 1 | | 2 | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 18 | 34 | 27 | 96 |

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) | | | | | | | | | | 11 | 6 | 11 | 9 | 37 |

| 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) | | | | | | | | | | 3 | 5 | 11 | 8 | 27 |
| Advanced (A) | | | | | | | | | | 4 | 7 | 12 | 9 | 32 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 18 | 34 | 26 | 96 |

| 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 | 20 | | 1 | |
| Integrated Algebra | 47 | | 4 | |
| Geometry | 1 | | 1 | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | 1 | | 1 | |
| Earth Science | 12 | | 0 | |
| Living Environment | 25 | | 4 | |
| Physics | | | | |
| Global History and Geography | 27 | | 5 | |
| US History and Government | 29 | | 1 | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 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.

Early literacy of ELLs are obtained through the LAB-R. As of February 1, 2014 the LAB-R will no longer be administered; potential ELLs will be taking the NYSITELL. We have recently begun assessment after initial placement of all students, including English Language Learners using Achieve 3000 which is part of the core instructional program. Results from Achieve 3000 indicate that LEPs need extensive support in reading and writing. With these assessments we are able to adjust instruction to meet the literacy levels of our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Patterns across proficiency levels show that the majority of our ELLs are below grade in literacy. Patterns show that our students perform lowest in reading and writing on the NYSESLAT. Our students score higher on the listening and speaking section. The data shows that most of the students that are beginners in speaking and listening are in grades 9 and 10. As students move to grades 11 and 12, they perform better on the speaking and listening tasks. In reading and writing, almost 70% of students tested scored at the beginner or intermediate level. When NYSESLAT scores are released, the ESL department meet to review data and assess patterns in scores. With this information, the ESL department shares the information with the rest of the staff. This data is analyzed during the two days of school before students attend and the information is reviewed for patterns in scores.
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](#))

The RNMR Modality analysis report is not available this year.

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?

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

The results have the following implications

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

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?
Content and ESL teachers work together to set content and language objectives within the unit in order for ELLs' to grasp the lesson.

It is important that these objectives are explicitly reviewed at the beginning and at the end of class using strategic introduction of content vocabulary, literacy instruction and hands-on manipulative.

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.).

The success of programs are measured using growth on NYSESLAT and Regents exam. NYSESLAT results show that 44.69% of students tested have shown progress. 23.81% of these students have reached proficiency in the English language While it is good to examine final outcome, we must be mindful of where the students started out and the progress that he/she is making.

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](#).) All students who are new to the New York City Department of Education public school system and who are registered at Bronx High School of Business are administered the Home Language Identification Survey (HLIS) to determine the language spoken at home. The completion of the HLIS is supervised by the Guidance Counselor-Ebony Reid and a licensed ESL teacher-Vilma Delgado who speaks English and Spanish. For low incidence languages we will contact the Translation and Interpretation unit for assistance. The ESL teacher conducts an informal interview in English and the native language. The LAB-R is administered, within ten school days, by an ESL teacher- Vilma Delgado to students who are identified by the HLIS within ten school days. Students are identified as ELL's if they score at the beginning, intermediate or advanced level. Spanish speaking students who are identified as ELL's are also given the Spanish LAB. These students are then considered 'entitled' as is evident by the RLER report, and are administered the NYSESLAT until they test out by scoring at the proficient level. Entitled students are administered the four components of the NYSESLAT yearly until they score proficient.
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. When the NYSESLAT results are released, ESL teachers and the Assistant Principal review and analyze the results and make program determination. Students who are proficient are placed in English classes, but they are informed of the support services that remain in place for them and copies are kept on file in the school. Entitlement and enrollment letters are mailed home to parents in the various native languages with our contact information. The Guidance Counselor-Ms. Reid and the ESL teacher-Ms. Delgado are instrumental in describing the three program choices to parents in native languages. (This process is carried out at enrollment because of the trend of parents not returning for the information session). Parents view the video of the three choices in their preferred native language to get a better grasp of the three instructional programs that are available to them. When we reach the required number of students in a grade level who requested a TBE/DL program, we will conduct outreach, in writing and via phone calls, to all the parents who had selected those programs.
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 [\[see tool kit\]](#).) Parents complete program selection form after they have viewed the video and have relevant information about the three instructional programs. If the form is not completed at school, telephone calls are used to encourage parents to return the forms. Entitlement letters are distributed by Ms. Delgado our ESL teacher. These letters are mailed home to parents, and a copy is kept in

a binder in a central location. If the forms are not returned, the default program is TBE. The entire identification process, including the parent orientation must take place within ten days of enrollment. Student information is then entered in the ELPC screen within 20 days of enrollment.

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.

The placement of students in an instructional program is determined by the information gathered on the HLIS, LAB-R, NYSESLAT and the parent program selection form. The Bronx High School of Business has a free standing ESL program, so students are placed in this program according to their proficiency level. Students receive instruction according to the mandated number of units (3 [540 minutes] for beginners, 2 [360 minutes] for intermediate, 1 [180 minutes] plus 1 ELA for advanced). If parents select another program, this program selection is kept on file until the mandated number of request is reached .

Entitlement, continuation and placement letters are mailed home to parents in English and the native language. Copies of the letters are kept on file in a central location. This information is communicated with parents in English and their native language.

5. 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.

All English Language Learners take the NYSESLAT each year. The test is administered by our ESL teachers. The NYSESLAT is scheduled during the students' regular school days and all proctors work diligently to make sure all eligible students are given all four sections of the exam. The NYSESLAT schedule is shared with teachers, staff, parents and students. Eligible students are determined using the RLER and RLAT reports through ATS. The reading , writing, and listening section are given in groups in vacant and separate classrooms while the speaking section is given individually to students.

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. [①](#)

Over the past few years, there have been four requests for a bilingual program. Program selection forms are placed in the students' records and in a binder which is stored in a central location. The information binder is monitored closely, by Ms. Delgado, who tracks the trend in parent selection. Bronx High School of Business offers a Free Standing ESL program, and this is aligned with parents' requests. If and when we get the required number of request for another program, we will implement the program. Parents are informed of their choices in the continuation letter.

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. Bronx High School of Business offers a free standing ESL instructional program. Students receive instruction using a combination of block programming and push in instruction.
 - B. In the blocks, Students are grouped by their proficiency levels and are given in excess of the state mandated number of instructional minutes. All ESL classes are taught by certified ESL teachers.
2. 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)?

Students at the beginning level receive in excess of the state mandated 540 minutes per week of instruction. Intermediate students receive more than the 360 required minutes. Students at the advanced level receive 180 minutes of ESL instruction and more than 180 minutes of Language Arts instruction. All classes regardless of the proficiency level receive instruction that targets the four modalities- speaking, listening, reading and writing. The curriculum is designed to promote proficiency on the NYSESLAT as well as the ELA Regents.
3. 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.

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

ESL, Mathematics, Social Studies, Science teachers use a variety of instructional strategies to make language and content comprehensible to students. These include an emphasis on differentiated instruction for the various learning groups within the proficiency levels. Scaffolding in another strategy that is used by ESL and content teachers to make language and content comprehensible. Instruction is delivered within the zone of proximal development to ensure that students are challenged but are not frustrated in the learning process. Technology is used to enhance the learning experience of students ; Achieve 3000 is used to assist in the delivery of differentiated instruction. The primary goal of this program is to provide nonfiction reading at various reading levels. This ensures that all students regardless of their proficiency level can read and respond to the same text.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish LAB is administered to entitled ELL's. Translation dictionaries, glossaries, translated versions of documents and handouts are provided to students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that all ELLs are appropriately evaluated in all modalities the NYSESLAT scores are taken into consideration in order for the content and ESL teacher plan accordingly. lessons are created in order to ensure that all the needs are covered for our ELL population.
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).

6A. Our instructional plan for SIFE students includes intensive differentiation using the Achieve 3000 program. A mini lab will be established in the class to provide continuous access to this kind of differentiation.

6B. Newcomers will be grouped according to their proficiency level and will continue to receive instruction that is differentiated and well as scaffolded. Graphic organizers and writing templates will be used to help students organize and develop emerging writing skills. Teachers will help students to build schema as a foundation for new language and content. Vocabulary development through the use of glossaries, word wall and Achieve 3000 will be continue to be a focal point of ESL instruction.

6C and D. The administration and teachers recognize that there is a special challenge with ELL's receiving service for 4 to 6 years and long term LEPs. Our instructional approach serves to encourage language proficiency as well as to offer them opportunities to take advanced courses. As students at a business school, LEP/ELL'ss are exposed to computer skills and the art of developing a small business. LEPs play a pivotal role in our Virtual Enterprise program. Students are offered rigorous regents prep classes in Mathematics, Sciences, Social Studies and English Language Arts. Students take the PSAT and are encouraged to take SATs. The college expectation is extended to LEP students; they are expected to apply to college, complete financial aid application and attend college fairs. We are considering testing long term LEPs by themselves to reduce the frustration of taking the test "again" with newcomers. Guidance Counselors and ESL teachers will provide one to one motivational conferences with long term LEPs.

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?

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

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?

. Our programming has flexibility to accommodate our LEPs and SWDs. Our ESL classes are programmed at the same time so students can move across proficiency levels if they have the need without ever missing out on another subject. All ESL teachers meet during common planning periods to evaluate and plan units of instruction. ESL teachers are also afforded the time to meet with ELA teachers to discuss research based strategies and performance of students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

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

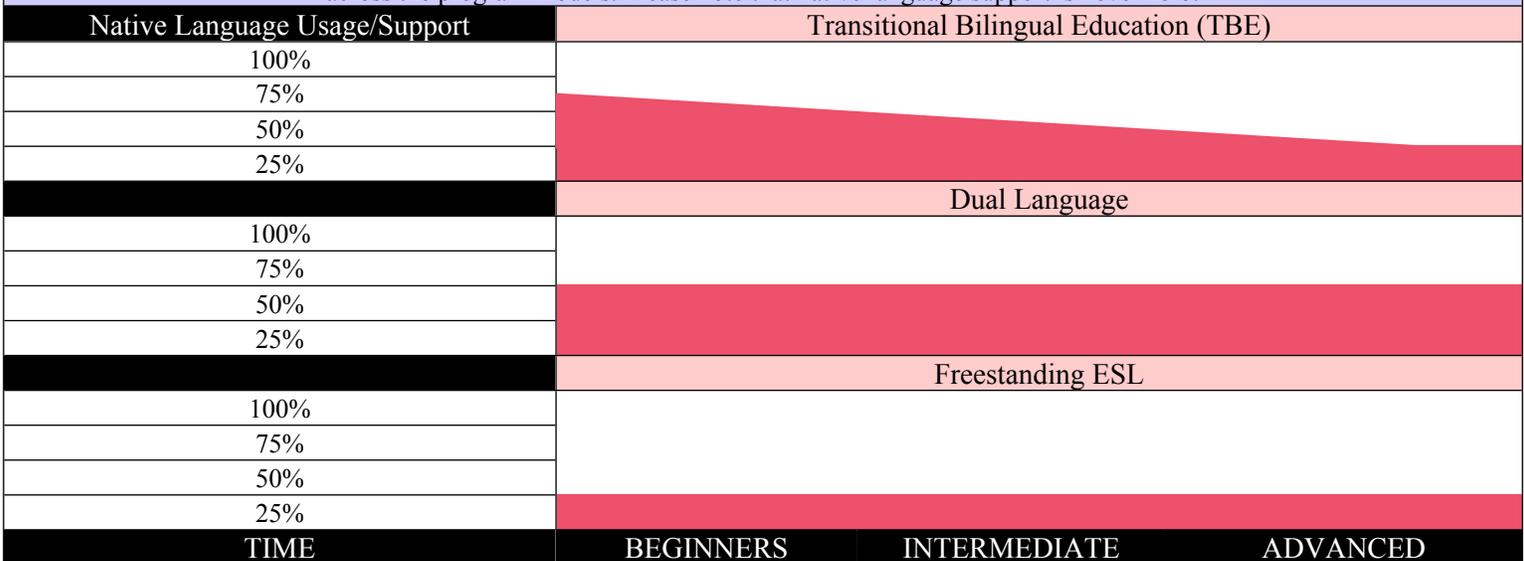
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.

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

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

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

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

At this time our ESL model is working effectively with our ELL population. Our content and ESL teachers work collaboratively in order to adapt the lessons to meet the needs of our ELL learners. Teachers ensure that content and language objectives are included in every lesson. This collaborative effort ensures that that all students benefit from teacher and peer support.

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

For this school year we will be using using ACHIEVE 3000 and Keystone, an intensive literacy and language program, in order to improve English acquisition and academic writing. We are also incorporating common core units into the curriculum for all levels. We also offer afternoon tutoring four times a week and on Saturdays.

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

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

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

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

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

Language support is provided using computer based technology and bilingual glossaries, dictionaries and textbooks. Students also receive translated versions of state exams. We also have spanish speaking ESL teachers push in to content area classes with large populations of spanish speaking ELL's.

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

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

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.

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

18. What language electives are offered to ELLs?

Currently, Spanish is the only language elective offered to our students. ELL students that show proficiency are placed in AP Spanish.

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)?

We do not have a dual language program.

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

Teachers are required to use ARIS Learn to complete a self assessment and participate in individualized PD to improve growth areas. Teachers will continue to use the SIOP planning model. The focus of this model is to include language objectives as a central element in all instructional planning.

All teachers will meet to analyze performance data. In these sessions, teachers identify students in the cohort and examine their performance levels and develop strategies to improve their grades.

2. ELL teachers are supported through workshops and meetings that are conducted to facilitate the incorporation of the Common Core Learning Standards in our lessons. It is encouraged for all teachers of ELLs to attend workshops conducted by OELL as well.

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

4. All teachers have been trained in SIOP, conducted by Prentice Hall. The aim SIOP training is to recognize the importance of having a language objective as well as an instructional objective in all lessons. New teachers will be trained as well.

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. The involvement of parents is important to the success of our school, and there are many ways in which we attempt to increase parental involvement. Bronx High School of Business has a Parent Coordinator who speaks English and the dominant second language- Spanish. The Parent Coordinator conducts outreach to parents to inform them of vital school information, programs and meetings. The Parent Coordinator plans workshops for parents and works with the PA president to organize and facilitate PA meetings. At these meetings, parents are provided with information about programming, budget and school data and graduation information. Parents are also part of the School Leadership Team (SLT). As a member of the SLT, parents play a key role in setting goals for the school. Translation services are available at these meetings to assist parents whose first language is not English.
Title III funds are used to pay for a Saturday Academy for ELL parents; parents are offered English classes and a computer class. Parents receive assistance with preparing documents such as job applications and resume writing. The classes are taught by a certified ESL teacher.
 2. This year we will partner with New Settlement to offer workshops to discuss services and programs available to parents.
 3. Parents' needs are evaluated through the parent surveys and discussions at Parent Teacher conferences. The parental involvement activities reflect the feedback the school receives on parental needs. We use PTA meetings as an opportune time to hear parents concerns and preferences.
 4. The Parent Teacher Association meets once a month and is made up of parents, teachers and the principal. The needs of parents are discussed at these meetings. We also encourage communication between staff and parents.

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: Bronx High School of Business

School DBN: 09X412

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| Vincent Rodriguez | Principal | | |
| Michael Barba | Assistant Principal | | |
| Yesenia Brown | Parent Coordinator | | |
| Vilma Delgado | ESL Teacher | | |
| | Parent | | |
| Maureen Nibbs | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Ebony Reid | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X412 School Name: Bronx High School of Business

Cluster: 6 Network: 611

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

Part A: Needs Assessment Findings

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

The Bronx High School of Business (BHSB) uses the HLIS data to identify a families first and preferred language. Based on the information taken from the HLIS BHSB ensures that correspondences and or outreach to the parents meet the needs of the familie's first and or preferred language.

BHSB sends out written corresponeses that meets the familie's language needs, also, when using the phone master system, translated versions of the message are also used to meet the needs of the families.

The school's Parent Coordinator ensures that language interpreters are in place when conducting parent meetings and or workshops.

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.

BHSB is situated in an area that is predominantly latino based, hence our student population for latinos is 63%. One third of our student population are classified as English Language Learners, where approximately seventy percent have one or less years in the United States. Ninety eight percent of our English Language Learners are from a Spanish speaking country (South America, Dominican Republic, Puerto Rico).

The school uses the following data, HLIS and the RLER, to assess the oral language needs of parents. We found that the preferred language spoken at home is Spanish for our parents.

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.

BHSB employs staff members who speak Spanish and English and can communicate to parents in Spanish, and written translation is available in Spanish as needed. All notices of events, monthly calendars are translated to Spanish at the beginning of each month to ensure timely provision of translated documents to all parents. Early in the school year BHSB conducted a Parent Orientation for our SWD and ELL population, where staff delivered the orientation in Spanish and English. Written and oral translation services are provided by in-house school staff (teachers, paraprofessionals, office support staff and school administration), and the Language Interpretation Unit as needed. The school will ensure that a Spanish translator is available in all events (workshops, assemblies, parent teacher conference, meetings).

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.

Oral and written interpretation services will be provided by in-house school staff, and services for oral interpretation can come from outside organizations (private or DOE based). The school also has teachers to interpret in Spanish during school activities or during any special event. The notices announcing special events are translated into the parents' preferred native language(s), and sent home with anticipation that the needs of the families have been met when communicating in written form. We utilize the Language and Interpretation Unit for written translation and oral interpretation services (DOE based or private). The use of translated services enhances a parent's understanding of their child's academic performance which can promote academic success for our students. Informing parents in their native language allows the school to encourage more parent participation so as to increase parent involvement in our PTA meetings, Parent-Teacher conferences, and open school week.

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>.

BHSB will ensure that all written correspondence sent to parents will meet the needs of the parent's preferred language. Oral interpretation will be available for parents as needed, services can be rendered by school staff as well as translation unit (DOE based or private organization). As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities. These copies are available in the the school's main office where the parent coordinator is located.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 109 |
| Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 2 |
| # of certified ESL/Bilingual teachers: 2 |
| # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale: There are 109 ELLs at Bronx High School of Business. We offer these students a free standing ESL program, and students are programmed by proficiency levels. We will offer a Saturday School Academy to ELLs in an attempt to increase language acquisition and to boost performance of state assessment. The ESL subgroup is one of the groups that is struggling on the ELA and the Math regents. This directly impacts the AYP for the cohort as well as the subgroup calculations.

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

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

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

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

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

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

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

Knowledge of adolescent development

Knowledge of students' interest and cultural heritage

Knowledge of students' special needs

Appropriate materials and resources

Instruction groups

Lesson and unit structure

Teacher interaction with students

Student interaction with students

High expectations

Monitoring and responding to behavior

Tone and environment in the classroom

Questioning and discussion

Depth of knowledge

Part C: Professional Development

Using assessment to monitor instruction

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

Part E: Budget

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

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