



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONXWOOD PREPARATORY ACADEMY

DBN (i.e. 01M001): 11x514

Principal: JANET GALLARDO

Principal Email: JGALLAR@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Janet Gallardo	*Principal or Designee	
Jude Lynch	*UFT Chapter Leader or Designee	
Maxine Clarke	*PA/PTA President or Designated Co-President	
Joe Depiro	DC 37 Representative, if applicable	
Daijourn Robinson Kiana Ramos	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angela Williams	Member/ Parent	
Judith Ratler	Member/ Parent	
Vera Howe	Member/ Parent	
Patricia Rinaldi	Member/ UFT	
Dmitry Morgan	Member/ UFT	
Danielle Zimmerman	Member/ UFT	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

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
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ 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
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School Information Sheet for 11X514

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	414	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	18	# SETSS	16	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	9	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	67.4%	% Attendance Rate			86.6%
% Free Lunch	71.8%	% Reduced Lunch			4.6%
% Limited English Proficient	7.2%	% Students with Disabilities			23.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.4%	% Black or African American			59.6%
% Hispanic or Latino	33.3%	% Asian or Native Hawaiian/Pacific Islander			2.9%
% White	1.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	7.7%	% Teaching Out of Certification			11.5%
% Teaching with Fewer Than 3 Years of Experience	19.2%	Average Teacher Absences			6.3
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	61.4%	Mathematics Performance at levels 3 & 4			53.1%
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			57.1%
6 Year Graduation Rate	58.8%				
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	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	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
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	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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			

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.

The strengths of BPA's 2012-2013 SCEP were its collaborative effort of all school constituents in crafting all our school goals. We aligned detailed data with each goal to meet with success for all students. The scrutiny of our data resulted in new and improved structures and systems including a more active guidance intervention and support system; and targeted academic interventions, strategies and implementations including timelines. The socio-emotional needs of our students were measured with a student survey and were prioritized giving voice to our student population directly in order to create a student generated holistic culture to impact student academic outcomes. Bronxwood Preparatory Academy's strengths in the SY 2012-2013 were the achievement of most of the SCEP goals with progress in all goals and the recovery of a "B" status on our Progress Report.

Describe the areas for improvement in your school's 12-13 SCEP.

Areas for improvement in BPA's 12-13 SCEP would be the alignment of observable instruction whereas school leaders give timely feedback to teachers that is specific, meaningful and actionable to the teachers progress and is monitored and tracked in terms of its effectiveness on student outcomes. Consistent PD for Danielson, Curriculum and Data/Student work for teachers to better support teachers in collecting and analyzing student data so to make curriculum, unit, and lesson plan modifications and adjustments necessary to meet the needs of all students and thereby improve Regents results.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

During the school year 2012-2013, challenges that impeded our progress within our SCEP goals were student attendance for lab completions; a majority of our student population entering High School at a level 1 or 2 reading level, comparable in mathematic levels; the original grading policy for lab work had a low impact on overall grades; and, ELT opportunities attendance was not consistent despite outreach efforts

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Bronxwood Preparatory Academy's strengths in the SY 2012-2013 were the achievement of most of the SCEP goals with progress in all goals as evidenced in our Progress Report SY2012-2013. These goals include consistent observation of teachers using a framework for teaching rubric; effective teacher team meeting for increased student outcomes in ELA and Living Environment; the production of a minimum of two CCLS aligned unit per core content area; a marked increase in social, sports and academic extracurricular offerings for students; and, the improved communication amongst all school constituents. All of these goals met with success. Qualification on the Living Environment Regents would be that our projected increase was exceeded; this included January and June results year to year, not June to June (-11%). January results greatly impacted our overall success in this area garnering +40%, consequently we exceeded our projected overall success rate.

Observations were completed as designated using a framework for teaching measure for pedagogical growth strongly impacting student success as evidenced by credit accumulation increases in all core content areas with Student Progress at +3% year to year and an overall increase of +9%. Teachers met weekly to analyze data for the Living Environment Regents increasing our overall performance rate although - 11% in June 2013; we increased by+ 40% in January 2013. All content core courses have a minimum of two unit CCLS aligned. For socio-emotional impact, a positive school culture was extended through new clubs including a Poetry Club, Chess Club, Soccer, Changing the Odds Program, Archery, SAT Prep and iLearnNYC, positively impacting student credit accumulation based on June to June Scholarship reports. Through multiple initiatives to increase

communication, we exceeded our goal predicting a 7.1 while attaining a 7.3 on the School Survey 2012-2013.

Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes		No
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If all the goals were not accomplished, provide an explanation.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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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.

The barriers and challenges in developing and implementing BPA's 13-14 SCEP are anticipated to be: OSEPO placement of students that are over-aged and under-credited continue to be a challenge in moving students to true cohort status; Student attendance at ELT opportunities although supported by extensive staff member outreach; Parent support of at-risk students continues to be a challenge; funding for the support of the exploration and implementation of alternate ELT opportunities, such as, on line courses continues to be a concern to meet the needs of a multiple level student population.

List the 13-14 student academic achievement targets for the identified sub-groups.

All Regent results have had itemized filters applied to screen general population, lowest third, student with IEPs and ELLs combined with a frequency of error analysis. This will provide all teachers with targeted subgroup challenges and school wide synthesis of this error analysis will provide all with a challenge skill set analysis for school wide support pedagogical interventions. For subgroups, we will target literacy in all core subjects including Mathematics through domain and academic vocabulary support including prefix/suffix analysis. Reading for Information will be targeted through questioning, as well as, gradients of questions, both verbal and written, will be used to increase levels of the Depth of Knowledge continuum. Specific targeted areas for each core content area will be analyzed for lowest third, Special Education and ELLs to determine individual group targets and common areas of challenge. For example, an error analysis of graphs, visuals, maps and so on as a content segment challenge by subgroup.

School leader will communicate with staff and the community through regularly scheduled meeting, individual and group outreach, telecommunication and internet exchanges. For example, school leaders will communicate with staff through bi-weekly PDs in Danielson and Curriculum development, as well as, bi-monthly full staff meetings for further development and information. School leaders are in regular contact with teachers through the observation processes and procedures giving verbal, in writing and ADVANCE posting feedback. The lead teacher meeting is for collaboration of departments and also as a shared leadership venue for department voices and targeted change in culture or systems and procedures. Teachers receive mailbox and email information several times weekly and currently the development of a BPA website is in progress. Community monthly PA meetings, newsletters, phone blasts, individual communications, guidance letters and social events keeps school members in constant contact with all community constituents as well as a committed effort to be available for II

Describe how the school leader(s) will communicate with school staff and the community.

BPA's belief in excellence is supported by a strong belief in routines, structures and systems to support the easeful enfoldment of our work. Parent and Community support is viewed as an essential asset in our students' academic life and multiple arenas for active participation exist and are expanding. Our core theory of action is higher order thinking and rigorous learning experiences for students, teachers and leaders so as we are always interactive and growing along a continuum of excellence. We base our course of action on strategic analyses of data from the various school and scholarship reports and target individual and group areas in need of support whether that is a student or a teacher or a leader. Observations, analysis of student work, and peer evaluations are highly prioritized, supported with frequent scheduling, in order to have collegial review and support. We believe well defined areas of need that have precise targeted increments for change, will securely lead us to solid changes to becoming highly effective as a community.

Describe your theory of action at the core of your school's SCEP.

BPA's strategy for executing our theory of action is consistent structures that support clear communication, collaboration and professional development. We have developed an administrative-teacher data team so as data is timely and coherent in its dissemination and reporting which will lead to school wide intervention led by the Lead Teachers and School Leaders. Individualized data opportunity is built into this system post baselines. Professional development is scheduled bi-weekly for Danielson and CCLS and Shifts Curriculum Development; curriculum development is supported in all content areas by coach consultants weekly in addition to the PD schedule. Bi-monthly meetings are schedules for full staff information, cohort

collaboration and development. Observations based on the Danielson Framework are consistently done with verbal, written and ADVANCE posting feedback including recommendations, targeted teacher group PDs and follow up visits. Depth of knowledge, Questioning and Discussion and school wide Academic/Domain vocabulary are instructional priorities for SY2013-2014. Teacher leader opportunities are extended to staff to build capacity. BPA's goals are consistent with our theory of action, maintaining coherency to reach our targets. Administration resources staff in garnering timely data and feedback, establishing consistent collaboration to meet challenges and adjust supporting structures. A full time Parent Coordinator organizes consistent parent outreach by phone, phone messenger, parent association meetings, family socials, parent information nights and adult education courses.

Describe the strategy for executing your theory of action in your school's SCEP.

The key element of our overall SCEP is characterized by interdependent cooperation from all school constituents to improve student outcomes. A triad of support of family, school personnel and community is centered on our students and areas for improvement are designated in our SCEP as well as targeted academic achievement scores. We are very data based in our goals, combining both statistics and narrative observations of school leaders, teachers, parent and community to target our areas of need including academics and the socio-emotional growth and development of our students. We are actively expanding our CBO partnerships for academic and social vehicles as a response to student and community constituents requests to further extend a holistic culture within the school and extend the school day for our students and families.

List the key elements and other unique characteristics of your school's SCEP.

Programming was vital to the implementations of our plan. Teachers have been programmed to meet daily in their content area teams along with a Special Education teacher aligned with the content area with an ESL teacher rotating or delivering information through email. A yearlong Professional Development plan has been crafted and adjusted as observable needs arise and is strictly followed with School Leaders and Lead Teachers collaborating on edits and facilitation of the materials for the Danielson Framework and Curriculum Development. Alternated team days are used to analyze data and student work or for parent outreach. We have established a data team with a designated Assistant Principal and a Teacher-Data Specialist to supply baseline and custom data to individual teachers or teams as needed. Due to our team programming, teacher can do regularly scheduled inter-visitations through various lenses: collaboration, Danielson components, Quality indicators and so on. Peer feedback is monitored and used as data for further PD or adjustments.

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

BPA has programmed the school to allow for meeting times daily for teaching teams and for full staff, bi-monthly. During these time PD can be optimized to guarantee a growth across the Danielson Framework continuum as well as actively developing and executing CCLS curriculum to our students. Opportunities for learning exceed the daily school day with lunch time learning, PM School and Saturday Academy. To assure our subgroup student populations are well served a Special Education per content area is active along with an ESL teacher. Administration is specifically assigned to oversee particular areas of the schools, developing teachers and monitoring for pedagogical changes that effect the success of all students. Budgets have been effectively assigned for aligned support of resources both material and human for the support of our student academic and socio-emotional growth.

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).

“Development a system for observing teachers in a fashion that consistently provides teachers with targeted, effective feedback that is in alignment with school goals surrounding improving teacher practice. (4.1)”

Review Type:	DQR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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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.

x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
	2.4 School leader’s use of resources		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.

95% of teaching staff will participate in interdisciplinary, classroom intervisitations to improve pedagogical growth based on the Danielson framework to increase overall student credit accumulation by +5% for the SY2013-14.

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. Teachers will participate in peer assessments based on selected components of the Danielson rubric, taking low-inference notes and calibrating results.
2. Peer observation tool will address areas of teacher development and will support instructional growth along a metric based on the Danielson Framework
3. School Leaders/Lead Teachers will provide timely, informative and qualitative feedback on visitation findings and/or coach findings.
4. PDs, led by teacher or network specialist in subgroup differentiation will occur as needed. Teacher teams, meeting daily, will have an active teacher specialist.
5. Revision of lesson plan templates will take place to foster differentiation through gradient DOK questioning.
6. School leaders and staff will review all scholarship reports to monitor credit accumulation progress.
- 7.

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

1. Teacher Teams
2. School Leaders
3. Content coaches/Consultants
4. Talent Coach/Danielson
5. Network achievement coaches
6. Resources: Calendar of visits, Low-Inference note logs, Observation Peer Reflection tool, Danielson Framework, UDL Trainings, programming, coverages as needed,

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

1. Target will be selected Danielson components, data based derived from self and School leader assessment for individual, small group and full staff areas of need.
2. Progress and effectiveness will be measured by the Danielson HEDI scale, specified observation feedback for subcomponents of Danielson Domains submitted by teacher teams and by School Leaders as supported by visiting specialists.
3. Impact will be evident in the progression of most teachers across the Danielson metric.
4. School wide best practices will be shared, implemented and observed for successful delivery.

5. Track progress of students with marking period scholarship reports and semester credit accumulation.
- 6.

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

1. Start date: November, 2013
2. A minimum of one per Marking Period inter-vistation for teacher teams
3. Periodic designated individual peer observations for the pairing of a strong teacher with a challenged teacher in a designated Danielson component/on-going.
4. School leaders will observe for effective growth in pedagogy based on former observations, peer observations and recommendations.
5. School leaders will continue with observation cycles through the SY2013-2014.
6. End date: June, 2014

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

1. Teachers will participate in peer assessments based on selected components of the Danielson rubric, taking low-inference notes and calibrating results a minimum of once per marking period.
2. Collegial feedback will be shared with observed teacher(s) after calibrated debriefing of the observations.
3. Peer observation tool will address areas of teacher development and will support instructional growth along a metric based on the Danielson Framework.
4. School leaders/Lead Teachers will meet weekly with teachers to review the Danielson Framework including classroom actionable steps.
5. Revision of lesson plan templates will take place to foster uniformity and encourage the language of the researched based rubric.
6. Consultants/Coaches, weekly, in all content areas will work to support the instructional process.
7. Budget:
 - Four Content Area Coaches, 1X weekly for 18 week: \$17,100 x4 = \$68,400. (18 week total)
 - Lead Teachers (4), 1X weekly for 2 hours: \$83.96 X 4 = \$335.84 (per week) X 6 weeks = 2015.04
 - School Leader(s), 1X weekly for 1 hour: \$43.94 per AP (per week) x 6 weeks = \$790.92
8. Teacher and Supervisor per session for Saturday Academy for ELLs, SPEDs, and Lowest Third Students
9. Supplies: paper

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

SINI Grant

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.

x	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).

"Continue to revise assessment practices and structures for analysis of assessment so that individual student and class-level outcomes can provide teams of teachers and individual teachers with high-leverage data to adjust curriculum and improve student outcomes (2.2)"

Review Type:	DQR	Year:	2012-2013	Page Number:	3	HEDI Rating:	D
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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.

	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration	x	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.

Teacher teams will continue to meet weekly to conduct itemized analysis of all standardized tests and common assessment; and, to identify academic obstacles; reflect on implications for all students and implement pedagogical strategies accordingly to minimize achievement gaps for lowest third, special education and ELL to improve Regents test scores by 5% for the 2013-14 SY

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. An Assistant Principal and a designated Data (Teacher) Specialist will work on baseline data for school wide and subgroup data for all standardized tests including a request for data submission procedure for individualized data needs.
2. School Leadership will frequently meet with teacher teams to review data analysis and progress toward strategy development and implementation.
3. All data will be generated in general education, special education and ELL formats for comparative studies of success and challenge.
4. Lead teachers will meet to combine data for school wide interventions and to compare student analyses for cross curriculum support of designated students at risk.
5. Teachers will use Castle Learning to develop rigorous interim assessments; remediation assignments or tutoring work products that support New York State standards.

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

1. Teacher Teams
2. Data Specialist: Assistant Principal and Teacher Data Specialist
3. School Leaders
4. Lead Teachers
5. Content Coaches/consultants
6. Special Education and ESL specialists: Teachers and Network Achievement Coaches
7. Resources: Regents item analyses; Castle Learning; Acuity; ATS; ARIS; Performance Series; Skedula

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

1. Each content team will receive baseline itemized data as made available in the form of All, General Education extrapolation, Special Education extrapolation and ESL extrapolation. Subsequent refined data may be requested post initial analysis.
2. One week from the baseline data, all teams will complete a data discovery worksheet that includes synchronistic data, narrative findings, hypotheses and strategies that will be completed and debriefed with a School Leader.
3. Teachers will administer a targeted test to evaluate current student standings
4. Teachers will show pedagogical interventions on Lesson plans including worksheet and resources
5. Teachers will track targeted student groups to measure performance over time, reporting mid-marking period to guidance any student still at high risk for parent consultations.
6. Credit accumulation and mock exams will measure student progress and effectiveness of the interventions.
7. Increased pass rates on standardized test year to year will be noted including areas of challenge year to year.

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

1. Aris academic data will be distributed first day of school, September.
2. Regents itemized results for June/August 2013 will be distributed upon release
3. The Regents results, itemized data per Regents will be extrapolated and distributed to content areas teams.
4. Performance assessment data will be distributed to the ELA team and for collaboration, the Social Studies team.
5. One week from distribution the synchronized data collections, including hypotheses and strategies is due from each Teacher Team and debriefed with a school leader.
6. Lead teacher and School Leaders will meet within two weeks to develop a school wide skills analysis and proposed strategies. This will be on-going.
7. School wide results will be distributed immediately and actionable pedagogical modification will be implemented school wide.
8. All benchmark exams will include testing modules on these skills so subsequent data can be generated for growth measurement: Mid-Terms, Finals, Mock

Regents.

9. Mid-terms will occur November and April with Finals in January and May.

10. June Regent exams/ ELA Performance Assessment are the final analyses for growth measure for all students.

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

1. Content based coaches to continue working with the teachers on curriculum and classroom actionable steps.
2. School leaders will meet with content teacher teams to develop Danielson and aligned curriculum twice weekly.
3. Support Organization/Network 603 Instruction Specialists will support teacher teams by providing presentations and professional development on teaching academic content to English Language Learners and students with Special Needs.
4. An Assistant Principal and a designated Data (Teacher) Specialist will work on baseline data for school wide and subgroup data for all standardized tests including a request for data submission procedure for individualized data needs.
5. Teachers will use Castle Learning to develop rigorous interim assessments; remediation assignments or tutoring work products that support New York State standards.
6. Aventa will be used for credit accumulation, electives and advanced placement opportunities.
7. Additional Teacher Team and Team Leader Meetings will take place 1-2 times monthly with School Leaders.
8. Budget:
 - Four Content Area Coaches, 1X weekly for 18 week: \$17,100 x4 = \$68,400 (18 week total) – see Tenet 2
 - Lead Teachers (4), 1X weekly for 2 hours: \$83.96 X 4 = \$335.84 (per week) X 6 weeks = \$2,015.04 - see Tenet 2
 - Castle Learning, 400 student licenses: \$2000.
 - Aventa: 20 students X 20 licenses \$10,250
 - Teacher per Session, 10 teachers, 1X weekly: \$419.80 (per week) X 18 weeks = \$7,556.40
 - Administration (1-2), 2 hours, 1X weekly: \$87.88 Per administrator (per week) x 18 weeks = \$1581.84
 - Guidance counselors (1-2), 2 hours, 1X weekly: \$90.26 per counselor (per week) x 18 weeks = \$1,624.68

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.										
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.										
x	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		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).			
."Continue to revise assessment practices and structures for analysis of assessment so that individual student and class-level outcomes can provide teams of teachers and individual teachers with high-leverage data to adjust curriculum an improve student outcomes. (2.2)"			
Review Type:	DQR	Year:	2012-2013
Page Number:	5	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	x 4.3 Comprehensive plans for teaching

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.

All ELA teachers will deliver rigorous units of study aligned to CCLS and Shifts to increase the ELA Regents passing rate for all students from 54.4% to 60% for SY2013-2014.

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. An itemized baseline will produce data for the ELA Regents for All, General Education, Lowest Third, Special education and ELL students.
2. A comparative item analysis will be done to determine comparative overall challenges for bottom third, special education and ELL students
3. School leaders will debrief with team on their finding using the BPA data tool.
4. ELA Regents Preparatory classes offered with a data informed curriculum.
5. ELA Content Coaches will support Regents and CCLS based curriculum development.
6. School Leaders and staff will monitor Regents results, January and June.
- 7.

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

1. Teacher Teams
2. Data Specialist: Assistant Principal and Teacher Data Specialist
3. School Leaders
4. Lead Teachers/ELA Lead teacher
5. ELA Coach/Consultants
6. Special Education and ESL specialists: Teachers and Network Achievement Coaches
1. Resources: Regents item analyses; Castle Learning; Acuity; ATS; ARIS; Performance Series

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

2. ELA will receive baseline itemized data ASAP in the form of All, General Education extrapolation, Special Education extrapolation and ESL extrapolation. Subsequent refined data may be requested post initial analysis.
3. ELA will receive grade level results from the Performance Assessment Baseline exam for current data and make comparisons to the June 2013 Regents results generally and student specific for high risk students.
4. One week from the baseline data, the ELA team will have a data discovery worksheet that includes synchronistic data, narrative findings, hypotheses and strategies that will be completed and debriefed with a School Leader.
5. Teachers will show pedagogical interventions on Lesson plans and Unit maps including worksheet and resources
6. Lesson Plans and Units will be evaluated based on exemplars in UDL, EngageNY and rigor will be measured through DF 2B, Questioning and Discussion, ELA/Literacy CCLS Shifts and DOK spectrum.
7. Teachers will track a targeted student groups to measure performance over time including credit accumulation, mock exams and increased pass rates on standardized tests.

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

1. Aris academic data will be distributed first day of school, September.
2. Regents itemized results for June/August 2013 will be distributed upon release
3. Within 3 days of the Regents results, itemized data per Regents will be extrapolated and distributed to content areas teams.
4. One week from distribution of the synchronized data collections, including hypotheses and strategies is due from each Teacher Team and debriefed with a school leader.

5. Performance Series Assessment will be implemented Fall13 and Spring14.
6. All benchmark exams will include testing modules on these skills so subsequent data can be generated for growth measurement: Mid-Terms, Finals, Mock Regents.
7. Mid-terms will occur in the Fall and Spring semesters with Finals in January and May.
8. January 2014 Regents exams will be a mid-mark or final growth measure based on student individual scoring. Process will repeat till June 2014 Regents.
9. June 2014 Regent exams are the final analysis for growth measure for all students

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

- School Leaders and Content-based Coaches will work with ELA teachers to implement CCLS rigor and the literacy Shifts in curriculum.
- School leadership, teacher teams, coaches and network instruction support staff will review, and critique CCLS units based on exemplars in UDL, EngageNY, CCLS ELA shifts, DF 2B and DOK.
- We will use inquiry assessment data to increase student academic content comprehension by targeting specific literacy skills.
- Students will be given more opportunities to learn by self-exploration; formulation of critical thought; and, encouraged to persist through academic challenges to build stamina.
- Budget:
 - 1-2 ELA Teachers for Regents Prep, 2X weekly, 2 hours per session: \$83.96 per teacher (per week) x 18 weeks = \$1511.28
 - 3-6 Other Content Teachers for Regents Prep, 2X weekly, 2 hours per session: \$83.96 per teacher (per week)
- 1-2 Administrators per session 2X weekly, 1 hour: \$87.88 Per administrator (per week) x 18 weeks = \$1581.84
- Castle Learning, 400 student licenses: \$2,000.
- Aventa: 20 students X 20 licenses \$10,250.
- Guidance Counselor, 1X weekly, 2 hours: \$90.26
- F status Programmer, 2 days weekly: \$613.34 per week X 18 weeks = \$11,040.12

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.										
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		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).			
"Utilize teacher team systems and structures so that analysis of student work/data informs decisions about classroom practices. (4.2)"			
Review Type:	DQR	Year:	2012-2013
		Page Number:	6
		HEDI Rating:	D

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

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.

To increase the percentage of students earning 10+ credits in their 11th year of high school from 66.8% to 72% by developing a shared understanding of instructional excellence informed by the Danielson Framework for Teaching for the 2013-14 SY.

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. Student scholarship reports will be examined to determine targeted students for credit accumulation based on 10th grade final reports.
2. Saturday Academy and PM School will occur in the Fall and Spring semesters for ELT.
3. Attendance data will be monitored for interventions.
4. Regents accumulation will be traced for designated students to determine credit versus Regents pass rate gap.
5. The team will share this information with teachers in Regents Prep classes, PM School and Saturday Academy.
6. Guidance counselors will offer student and parent workshops including graduation requirements by cohort.
- 7.

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

1. 11th grade Cohort Team, content area, Special Education and ESL.
2. 10th grade teachers, content areas, Special Education and ESL
3. PM and Saturday teachers
4. School Leaders
5. Attendance teachers
6. Guidance Counselors.
7. Resources: Aventa, PM School, Saturday Academy, Castle Learning

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

1. Running records on all current courses, PM courses and Saturday Academy course.
2. Interim grades reportable to the Guidance Counselor for targeted students.
3. Log of calls kept by the Guidance Counselor.
4. Letters home for with the interim grade and appropriate reasons per teacher: test failures, projects missing, homework missing, attendance, etc.
5. Logs of student one-to-one academic counseling with Guidance.
6. Student report cards by marking period and semester.
7. Attendance reports for ELT opportunities
8. Transcript reviews by semester for outreach and programming including ELT.
9. Administrative observations and teacher intervisitations, along with content consultant feedback, will monitor pedagogical progress along the DF and alignment with the CCLS shifts incorporating progressive edits in curriculum and monthly shared best practices.
- 10.

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

1. September 2013 – January 2014. February – June 2014
2. All records for credit accumulation reviewed for current 11th graders to formulate a targeted student list.
3. Data for all students: scholarship reports review, 11th grade teacher pacing feedback, 10th grade narratives/grade book data
4. Oct/Nov: June Regents analysis to determine pass rate and need for repeats in January and February.
5. Oct/Nov: Guidance outreach post MP1 and prior to MP2 for intervention outreach.

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

1. Guidance counselors will monitor students through interim, marking period and semester credit accumulation pacing records

2. Guidance will have outreach protocols including but not limited to parent call/meetings, letters to parents, mid-marking period intervention letters and meeting with students
3. Transcript reviews with each cohort will be led by assigned counselor
4. Students will be programmed in ELT opportunities
5. ELT programs will include Aventa, Castle Learning and individual teacher websites.
6. Attendance will be addressed by counselors and attendance teacher through parent and student outreach
7. Teachers will develop a student at risk report mid-marking period for the Guidance counselor who will then do parent/student outreach.
8. Aventa on-line courses for targeted students; teacher and administrators for P.M. school and Saturday Academy
9. Budget:
 - Castle Learning, 400 student licenses: \$2000.
 - Aventa:20 students X 20 licenses \$10,250
 - Teacher per session, 10 teachers (PM and Saturday Academies) 2X weekly, 2 hours X 18 weeks: \$7,556.
 - Administrator per session, 3X weekly, 2 hours: \$167.92 per teacher: \$1679.92 per 10 teachers (per week)
 - Guidance Counselor (1-2) 1X weekly, 2 hours: \$90.26/1X weekly x 18 weeks = \$1624.68

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.										
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			
	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).			
LES Engagement overall down to 6.9 and "offers a wide enough variety of programs, classes, and activities to keep me interested in school...(5.8)"			
Review Type:	LES	Year:	2012-2013
Page Number:	10	HEDI Rating:	NA

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.			
x	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.	
To improve the overall engagement category of LES and create a positive learning environment and school culture that is conducive to academic achievement while supporting students' social and emotional needs that will increase the school's overall attendance rate by 5% for school year 2013-2014	

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. In 2014, New York Junior Tennis League and Guidance will facilitate parent workshops.	

2. School messenger will be programmed to call the homes of students who are persistently late and or absent.
3. In December 2014, hire AP Guidance to supervise guidance team and outreach to parents
4. Guidance counselors/AP Guidance meet with parents of at-risk student population who are not making progress including attendance, mail academic intervention forms to parents, discuss and implement action plan.
5. Launch school-wide website to communicate a welcoming environment and post calendar events for parents.
6. School attendance team will meet weekly to track and identify students at risk with chronic attendance issues.

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

1. Principal and Assistant Principals
2. Guidance Counselors
3. Teachers
4. Parent Coordinator
5. Resources: Skedula, Castle Learning, ARIS, Engrade, School website, phone messenger
6. School attendance team will review attendance data to determine next steps for at risk students.

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

1. Admin and New York Junior Tennis League (NYJTL) and Admin will meet regularly to track progress of parent participation at school-wide meetings, events/activities.
2. Each parent will be invited to parent meeting and school activity/event via email, phone messenger and/or written communication
3. Parent Coordinator will outreach to parents for feedback about meetings and will discuss progressive feedback with Administration to effect change.
4. Guidance counselors/AP Guidance will meet with parents of at risk students as needed and track progress to reduce at risk population by 2%.
5. Teachers will outreach to each parent (e.g., written communication, email and/or phone call) at least once every marking period to record and track progress of student success.
6. School attendance team will review attendance data to determine next steps for at risk students.

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

1. September through June conduct parent association meeting to engage parents.
2. Beginning October through June 2014, school attendance team will meet weekly to discuss, review, and analyze students with attendance concerns.
3. December 2013 through May 2014, conduct attendance calls to parents whose students did not attend Saturday Academy.
4. Mid-semester 2013 and 2014, guidance counselors distribute Academic Intervention forms and mail same week.
5. Beginning November 2013 through May 2014, hold school-wide social events (e.g., Multicultural Fest, Staff vs. Students Volleyball game, PSAL games, school drama production and (NYJTL events).

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

1. Utilize budget to purchase items: site license for school website, awards for parents, raffles, special assemblies
2. Utilize budget to renew license for Castle Learning, Skedula, Phone messenger, Senior College Newsletter.
3. School leaders will meet weekly for updates on school wide attendance status.
4. Parents will use Castle Learning, Skedula and ARIS to track student progress.
5. Counselors will work with teachers to identify at risk lowest third students and conduct follow-up meeting with parents and students.
6. School leaders will meet regularly with staff to update on parent engagement initiatives and feedback.
7. Resources: Skedula, Castle Learning, Phone messenger, Senior College Newsletter, NYJTL, school website
8. Budget:
 - Skedula: \$15,000
 - Phone Messenger: \$600.
 - Senior College Newsletter: \$1200.

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.										
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.

1. Provide opportunity for credit accumulation concurrent with cohort expectation in the Fall and Spring semesters.
2. PM school and Saturday Academy will offer ELT in core content areas and Physical Education.
3. PM School, Saturday Academy and Lunch-n-Learn will offer Regents Prep
4. Aventa will provide an online opportunity for credit accumulation.
5. To provide college bound support through SAT prep classes.
6. Science Lab hours to complete lab hours for Regents readiness.
7. Provide arts programs that support Regents readiness. (Drama club: Regents ready Plays)

Provides college accredited courses

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. **All scholarship, transcript and regent results will be analyzed for lowest third, Special Education and ELL students.**
2. **Student at risk will be given support opportunities to accrue credits and prepare for the appropriate Regents exams.**
3. **Specific segments of the Regents will be analyzed for all subgroups related to content and skill deficiency.**
4. **Teachers use Castle Learning and are building individualized websites for students to interact with and supplement their class learning and opportunities for review.**
5. **Multiple entry point, UDL models will be used for all ELT classes.**
6. **Aesthetic content materials will be maximized: study guides, handbooks, manipulative support, projects, art, film, music and technology for student understanding and engagement**
7. **Outside agency to provide Princeton Review SAT prep afterschool.**
8. **College on-campus credit bearing courses**
- 9.

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

1. **Content, Special Education and ESL teachers**
2. **Content Specific coaches/consultants**
3. **School Leaders**
4. **Princeton Review SAT teachers/program**
5. **Technology support/teacher for Aventa**
6. **Support staff: Office, security**

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

1. Off track Senior students and all other off track students based on school data (transcripts, report cards, standardized tests)
2. Student who have not earned 10+ credits/cohort year.
3. Students who need extra learning time for content classes due to learning challenges or language challenges.
4. Students who, due to learning or language challenges, need additional support for Regents or College entrance exams.
5. Students who have had difficulty with passing Regents exams (AIS)
6. Students who are credit worthy for college application
7. Students who have excelled and are prepared to take College Now courses.

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	x	Tax Levy	x	Title I SWP		Title I TA	x	Title I PF		C4E
	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.

Grant funding will be used to support technology implementation and integration.

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.

Changing the Odds: Community service and College Readiness/College Trips
 JTL: Collaborative with School staff for Regents Prep/Credit accumulation; College Readiness; Princeton Review SAT Prep;
 Afterschool Enrichment: Sports, social, clubs.

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

Students are scheduled and join a variety of options with priority placed on academic growth through credit accumulation, Regents Prep, College SAT Prep and College courses. The school leaders and staff collaborate on goals and opportunity scheduling so students receive a variety of alternatives to choose from and time periods to work within. Staff is given priority as staff for our partnership with JLT, collaborating with the JLT staff to fill all the needs of the students. A full time coordinator for JLT has an office within our school to negotiate the administrative needs of the programs and to monitor success in collaboration with the school leaders. College Now students, meeting the requirements for the program, commute to an on-campus experience at Lehman College.

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 is a small class environment that is content aligned and has been targeted through data analysis for challenge areas in content and skills. As well, advanced classes for college readiness in preparation for entrance exams are available and have a limited number of students in the class. Enrichment is through clubs such as Drama or Poetry Club that remain content based for Regents support. Teachers develop their own prep courses that are technology based and also have manipulatives and activities that support learning domain and academic vocabulary, themes and persons of note. Real life tasks are incorporated to support content curriculum for better student understanding

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Components of the program include academic, socio-emotional outcomes. Currently we have PM School, Saturday Academy, Lunch-n-Learn and Regents and SAT Prep opportunities. We have a variety of clubs and sports which we wish to extend and are currently working with JLT, along with our students, for solidifying those new afterschool programs. An in-house, full time JLT coordinator is housed within our school to collaborate on our efforts in order not to duplicate standing offerings. Enrichment includes these sports and social clubs but also the Princeton Review and College Now courses. New this year is our Drama Club and Cheerleading program based on student request. CTO does community awareness and outreach with our students along with aligning college awareness through trips and informational sessions. Our goal is to create an active campus to extend the school day that provides for the needs and interests of all our students creating a school culture that impacts student outcomes.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The ELT program serves all students through improving their progress, supporting their current academic standing and extending their achievement to the college levels. As well as academics, the ELT program develops interests in community and provides ample afterschool social

D. Are the additional hours mandatory or voluntary?	<input checked="" type="checkbox"/>	Mandatory	<input type="checkbox"/>	Voluntary
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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.**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

Guidance is doing in-class seminars and garnering interim marking period reports from teachers for timely intervention. Consistent opportunities for support are given through tutorial sessions, Lunch-n-Learn and PM School and Saturday Academy. Special Education Teachers and ESL teacher confer on all curriculums for differentiation and scaffolding to support student achievement and provide small group and one-to-one tutorials.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

To evaluate the impact of the ELT program on student achievement, we will monitor:

1. Attendance in day school and after school programs.
2. Credit accumulation/grades
3. Pass rates on standardized tests.
4. If a repeated standardized test: Test 1 vs. Test 2 results based on total score and itemized challenge areas.

Participation in social clubs or sports

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	<ul style="list-style-type: none"> - After school and morning tutoring - resource/SETTS room classes and inclusion classes during the day - Off track credit bearing classes both during and after the school day. - Differentiated Instruction and implementation of multiple learning intelligences methodology - Acuity Assessments - Performance Series - Project-based Learning application <p>Independent-Study Project implementation</p>	<ul style="list-style-type: none"> - Small Group Instruction - One-to-one - Tutoring - Credit accumulation classes - Regents/SAT Prep classes 	<ul style="list-style-type: none"> - During school - After School - Monday-Thursday <p>Saturdays</p>
Mathematics	<ul style="list-style-type: none"> - After school and morning tutoring - resource/SETTS room classes and inclusion classes during the day - Off track credit bearing classes both during and after the school day. - Differentiated Instruction and implementation of multiple learning intelligences methodology - Acuity Assessments - Performance Series - Project-based Learning application <p>Independent-Study Project implementation</p>	<ul style="list-style-type: none"> - Small Group Instruction - One-to-one - Tutoring - Credit accumulation classes - Regents/SAT Prep classes 	<ul style="list-style-type: none"> - During school - After School - Monday-Thursday <p>Saturdays</p>

<p>Science</p>	<ul style="list-style-type: none"> - After school and morning tutoring - off track credit bearing classes both during and after the school day - Resource room and inclusion classes during the day - Differentiated Instruction and implementation of multiple learning intelligences methodology - Regents diagnostic tools - Project-based Learning excursions and independent study research 	<ul style="list-style-type: none"> - Small Group Instruction - One-to-one - Tutoring - Credit accumulation classes - Regents/SAT Prep classes 	<ul style="list-style-type: none"> - Before School - During school - After School - Monday-Thursday <p>Saturdays</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> - After school tutoring - off track credit bearing classes both during and after the school day - Resource room and inclusion classes during the day. - Differentiated Instruction and implementation of multiple learning intelligences methodology - Regents Diagnostic tool - Saturday Academy - Online Credit Recovery Tool - Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands 	<ul style="list-style-type: none"> - Small Group Instruction - One-to-one - Tutoring - Credit accumulation classes - Regents/SAT Prep classes 	<ul style="list-style-type: none"> - During school - After School - Monday-Thursday <p>Saturdays</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> - Group counseling - individual counseling - conflict resolution - Parent conferences w/content area teachers re: at risk students - Annual and Tri-annual reviews conducted. Recommendations by school or parent. - Off site and on site upon 	<ul style="list-style-type: none"> - Small Group - One-to-one - Whole class <p>Targeted group</p>	<p>During school</p>

	referral as needed		
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**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.

- All Teachers will be fully licensed and certified in their content area with appropriate state and city certifications.
- On-going professional development for teachers, administrators and paraprofessionals will be continued with in-house PD, high quality guest facilitators and out-going to the Network PD and independent, content PDs.
- Administration and staff will attend all hiring fairs seeking our qualified candidates with hiring procedures falling under 18G; we will adhere to all guidelines accompanying this process.
- Independent coaches per content area will be available weekly to further develop HQT and curriculum.
- All new teachers and administrators are assigned mentors with consistent and regular weekly meeting times.
- Candidates for BPA are interviewed several times by a team of students, parents, teachers and administrators.
- All teaching candidates must do a demo lesson and bring a portfolio of curriculum.
- Team building events create a culture amongst all school staff creating a consistent staff year to year.
- Team meeting, daily meeting times and resources to support innovation create a strong belief in the school and team fostering long term commitment to the school.

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).

- One time weekly, staff has PD on the Danielson Framework
- One time weekly, staff has PD on CCSS and curriculum development
- One time weekly, staff has independent consultant/coach support for development of pedagogy and observation feedback.
- Teachers and Administration attend outside PD on CCSS as needed, content and literacy based.
- Network content specialists work with content teams and teachers; teachers attend PDs hosted by the Network as offered.
- Teachers and administration attend PDs for student with disabilities and ESL students, turn-keying to the full staff.

Teachers share best practices, lead PDs and turn-key innovation learned at Department meeting or through electronic sharing ports and school website.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Bronxwood Preparatory Academy currently has four students in Temporary Housing. They are all African-American, three males and one female.

The supplemental services we plan to provide for our students to help produce higher academic outcomes include:

- Tutoring
- Peer mentoring
- PM School
- Academic Guidance Support
- School supplies (e.g., books, pens, pencils, school uniform)
- Morris Heights Medical Health Clinic-Health Care
- Required mandated services (if applicable)
- Office of Youth Development

- Designated Administrator
- STH Professional Development/Workshops

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.

- All teachers participate in the use and selection of appropriate assessment measures.
- A selection team is formed for on-going review of assessments, new or adjusted measures and the dissemination of information to teacher teams for consensus.
- Teachers have PD in all assessment tools: Independently chosen, State assessment series, Acuity
- Teachers have data PDs for the review of assessment information including the coherent curriculum approach to data for skill based error analyses.
- Data is directly aligned to pedagogy for all students and challenged subgroups: Special Education, Literacy challenged, ELL
- A data team (Administrator and Teachers) visit team meeting to extend and specialize PD for individual content needs and to align all findings for school wide interventions and innovations.

All teachers will view school wide finding in full staff meetings to collaborate on pedagogical, classroom coherent instruction and practices.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 11	Borough Bronx	School Number 514
School Name Bronxwood Preparatory Academy		

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

Principal Janet Gallardo	Assistant Principal Kim Constantine
Coach type here	Coach type here
ESL Teacher Timon Munting	Guidance Counselor John Molina
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Brenda Batista
Related Service Provider type here	Other Programmer: Janet Stroh
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	421	Total number of ELLs	26	ELLs as share of total student population (%)	6.18%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	7
SIFE	6	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	8

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	12	3	2	6	2	1	8	1	4	26
Total	12	3	2	6	2	1	8	1	4	26

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	2	3	4	14
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic										1	4			5
Haitian														0
French										3				3
Korean														0
Punjabi											1			1
Polish														0
Albanian														0
Other										1		1		2
TOTAL	0	0	0	0	0	0	0	0	0	10	8	4	4	26

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)										4	1	0	0	5

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)										4	3	4	2	13
Advanced (A)										2	4	0	2	8
Total	0	0	0	0	0	0	0	0	0	10	8	4	4	26

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										4			
	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	5		1	
Integrated Algebra	5	4	4	2
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2	4		
Living Environment	1	3	1	1
Physics				
Global History and Geography	6	4	1	
US History and Government	2	4	1	
Foreign Language	7			5
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
What is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT is that most of our students struggle with reading and writing skills. Their BICS (Basic Interpersonal Communication Skills) are generally a lot more advanced than their CALPS (Cognitive Academic Language Proficiency Skills). Patterns across the NYSESLAT modalities will affect instructional decisions in that teachers will focus on improving a student's lowest modality while maintaining and also improving their highest modalities as well. Teachers will be able to target specific areas such as reading and writing, and help improve student outcomes as well as proficiency levels.
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](#))
Patterns across the NYSESLAT modalities will affect instructional decisions in that teachers will focus on improving a student's lowest modality while maintaining and also improving their highest modalities. Teachers will be able to target specific areas such as reading and writing, and help improve student outcomes as well as proficiency levels. The information extrapolated by the AMAO Estimator tool is used to by the ESL department to analyze and refine yearly goals. The data reveals that we meet the AMAO 2 goal of "achieving proficiency" however we do not meet the AMAO 1 goal of "making progress". Henceforth, one of the goals will be to meet the target AMAO 1 goal of "making progress" for the 2013-2014 school year. This encompasses 66.4 percent of students making progress on the NYSESLAT.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - (a) Analyzing the data on ELL students suggests that our ELLs need to improve Reading and Writing skills since this represented the greatest weakness on the available testing data (NYSESLAT, LAB-R, Periodic Assessments, Acuity, Scantron Performance Series, and Regents Exams) and guidance in the Social Studies. In order to help our ELL population succeed in the content areas, Bronxwood Preparatory Academy provides students the opportunity to get after school Regents Prep help. Administration is also actively involved in the success of our ELLs by sending content area teachers to specific professional development opportunities and workshops that target the success of ELLs in the content areas. Our ESL coordinator is also actively involved in disseminating pertinent information to the teachers and administration at Bronxwood Preparatory Academy. Wherever possible, students are given the opportunity to express their opinion in the native language as well as take mandated tests in their native tongue. BPA supports the use of the native language by providing students with bilingual glossaries, dictionaries, and appropriate reading materials. We have also purchased an ELL "library" specifically oriented towards the social studies content area because the data generated by the Global Regents supports additional social studies help.
 - (b) The results of the ELL periodic assessments are used by teachers to analyze what modalities need the most work and to extrapolate information on struggling ELL students. Once the results are viewed and analyzed, teachers focus on strengthening weaker modalities by differentiating instruction, using graphic organizers and communicating with the ESL department.
 - (c) The ESL coordinator readily makes periodic assessment results available for the content area teachers. What the school has learned from past periodic assessments is that our ELL students struggle most with the reading and writing modalities. It also shows that students struggle most with reading comprehension and text interpretation. School/curriculum goals have been aligned to mitigate these struggles. BPA looks to ensure that all students receive the proper and necessary services based on analysis of assessments. Based on the 8th grade Growth report, our students performed at levels 1 and 2 in both Math and ELA; it is clear that our students need additional instructional time in both areas. Activities that are employed to assist their learning in the ELA and ESL classes are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, think pair share, brainstorming, literature circles, graphic organizers, small group instruction, readers' journals, poetry projects, teacher modeling and other techniques. We have and will continue to share the best practices for instruction and assessment which will drive instruction and future PD for ESL and content area teachers.
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?
Bronxwood Preparatory makes sure that a child's second language development is considered in instructional decisions in several ways. First, for point of entry students, we administer both the LAB-R and Spanish LAB-R (for eligible students). Based on the scores generated from those exams we determine proper placement for the student(s) within the ESL program. Before the semesters begin, teachers are given an ESL packet, generated by the ESL coordinator, ensuring that all teachers are aware of the ESL students in their respective classes. This packet also covers some basic second language acquisition techniques and some easy to follow ESL methodologies to use inside the classroom. During instruction, the second language development is considered by using ESL teaching methodologies in the classroom such as scaffolding and differentiating instruction. Teachers are also encouraged to use content area glossaries and dictionaries in the native language to help facilitate second language acquisition. Professional development regarding ESL teaching practices and second language acquisition skills is also ongoing at BPA.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

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

Part IV: ELL Identification Process

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

- 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](#).) Identification of LEP students is done by adhering to the New York State LEP Identification Process. Upon enrollment of a new admit the HLIS is administered by a counselor and licensed pedagogue. BPA makes it our policy that an informal interview is administered either in the native language and/or English. This is usually done by the counselor and/or ESL coordinator (ESL certified). If it is determined that the student has a home language other than English and speaks little or no English an initial assessment is administered (LAB-R) by a licensed ESL teacher. The LAB-R is administered and completed within 10 school days of an eligible students' enrollment date at BPA. LAB-R results are graded and turned in to the appropriate offices on pre-determined LAB-R delivery dates. The initial screening, HLIS, and LAB-R is administered by the ESL Coordinator (Mr.

Munting, MS in TESOL). If the student scores at the beginning, intermediate, or advanced level on the LAB-R the student is placed in our freestanding ESL program alongside parental approval and notification, and based on parental choice.

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.

Parents are informed about their child's three choices when the student is initially enrolled at our school and deemed eligible and/or identified as an ELL. The ESL coordinator (Mr. Munting) informs the parents of the program choices upon completion of the HLIS and viewing of the program choice video, which is available in multiple languages on the NYC Department of Education website. The video describes the three programs offered by NYCDOE - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). At this point the parent is given the parent survey and program selection form which is filled out and returned to the ESL Coordinator. Parents who request TBE will be informed that their names will be placed on a list for TBE programs as BPA does not currently have the mandated number of students to run a TBE program. When the list contains 20 students, in the same grade, speaking the same native language, as per CR Part 154, BPA will offer a TBE program. BPA makes it a policy to answer any questions regarding the ESL program at BPA and/or other program selections. Translation through the parent coordinator (Ms. Batista) and translated materials are available.

3. 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](#)].)

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

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

A call is also placed home to alert the parent that these important forms must be filled out and brought to the school as soon as possible. If the school has not received the required documentation within a week of it being sent out, another call is placed home and another set of copies is sent out by mail and with the student. If the parent or student fails to return the forms, the default program choice is TBE. All forms are returned to the ESL coordinator and stored in the ESL coordinators office. A copy is also placed in the cumulative folder for record keeping. Upon entry into the ESL program here at Bronxwood Preparatory Academy a meeting with the counselor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, parent choice, and/or Informal Assessment. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

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.

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

5. 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.

Upon entry of the ESL program the student is required by law to take the annual NYSESLAT. Students eligible for taking the NYSESLAT are based on reports generated through ATS. Reports used for NYSESLAT eligibility include and are not limited to the RLAT, RNMR, RMSR and RLAB. The administration procedures for all four testing components of the NYSESLAT are organized and executed by the ESL department at BPA. The ESL coordinator generates NYSESLAT test invitations for every student a week or two before the approved administration period begins based on the Assessment Memorandum sent to the school

from the NYCDOE Division of Accountability and Achievement Resources. Every student is given a copy of his/her test schedule a week before the administration period begins. All test schedules are also sent home via mail to ensure that parents are aware of the NYSESLAT testing schedule and the various components involved in the test. The ESL coordinator also creates a memo sent out to all faculty and staff members informing them of the NYSESLAT, testing dates, and students that are to be tested. All four components are tested based on the allotted time table given in the aforementioned assessment memorandum. Based on the score achieved on the NYSESLAT the student either continues to be entitled for ESL services or he/she enters the general education program if a level of proficiency (p) is scored. The NYSESLAT is administered by the ESL department based upon the calendar received from the New York State Department of English Language Learners. The ESL coordinator (Mr. Munting) organizes a rigid schedule that is disseminated to faculty and staff well before the actual administration of the exam. All faculty and staff are notified through memos and during weekly faculty meetings that ESL students will be testing and that these students should be excused from any classes they might be missing.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - (a) Bronxwood Preparatory Academy has a freestanding ESL program based on program choice forms and the number of ELL's enrolled in our school. We follow a push-in/pull-out mode. Students are pulled-out based on their individual needs and based on the ESL teachers' discretion.
 - (b) The program model is a heterogeneous model in that mixed proficiency levels travel together. Furthermore, all ELL students within a grade level travel together.
2. 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)?

In accordance with CR Part 154, BPA has structured its ESL program to provide all ELL students with the appropriate amount of ESL and English Language Arts instructional units.

(a) All advanced ELLs take 45 minutes of ELA/ESL instruction daily. They receive at least 180 ESL minutes as well as 180 ELA minutes per week through a push-in/pull-out ESL model. Likewise, intermediate ELLs are provided with at least two units of ESL instruction a week, which equals to at least 360 minutes a week using a push in/pull-out model. Beginner ELLs are provided with three instructional units per week which totals at least 540 instructional minutes. All services are provided by licensed ESL teachers. ESL teachers will be working with ELL students to meet ESL and ELA standards and to provide the mandated minutes of instruction according to students' proficiency levels.
3. 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 classes are all taught by licensed content area teachers, who have been involved in both internal professional development and have also been briefed in grade level meetings on the needs of the individual ELL students in their classes. They work to differentiate their instruction to facilitate the lower level ELLs' comprehension, and are offered help by the ESL specialists with individual cases. Content level classes are taught in English, and content area resources are provided in English. Students have access to the specialized ESL library, which consists of teaching aids in content areas, specifically focusing on Global Studies topics, an area in which ELLs have shown a lot of weakness in the past. Students are also provided with bilingual glossaries and in Regents classes teachers are strongly encouraged to give students any practice Regents work in the native tongue as ESL students have the right to take all Regents (except of the ELA Regents) in their native tongue. Students also have access to content-area individualized tutoring, as well as Regents level tutoring by ESL specialists.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are appropriately evaluated in their native language by ensuring their entitlement to translated Regents exams, glossaries and other pertinent evaluatory materials. The ESL department makes sure to disseminate memos and bilingual glossaries to content area teachers and ensures that all ELL's are provided with translated Regents exams. The Spanish LAB is also used to evaluate ELLs in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Ongoing formative and summative assessments are given throughout the year in all four modalities of English acquisition. Teachers are made aware through the ESL coordinator that the four modalities of English acquisition include reading, writing,

listening and speaking.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

(c) Our plans for ELLs receiving service from 4 to 6 years includes a push to advance or test out of the program on the NYSESLAT exam; to accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, as well as in-class instruction. Students are also encouraged to complete work at or above grade level, in the mainstream environment. Students strengthen their language acquisition skills. Instruction focuses on explicit vocabulary building and intensive academic literacy skills building. Teachers across content areas incorporate building skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

(d) Our plan for the long term ELLs involves a similar push to advance or test out of the program, if their English levels have advanced to proficient, and they can succeed at the mainstream, grade level. To accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, as well as in-class instruction. Instruction includes: expand on figurative languages study, strengthen academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen note-taking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs.

(e) Our plan for ELL's in years 1 and 2 after testing proficient is to provide them with the mandated support services for former ELL's that are in years 1 and 2 after testing proficient on the NYSESLAT. We provide them with all the testing accommodations required for ELL students. Wherever possible we also keep them scheduled in the same content area classes as the ELL students. This allows for teachers to differentiate instruction to ELLs and former ELLs.

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?

Where applicable, special education students are given resource room as a support class and also attend self-contained classes in the content areas with licensed special education teachers. All special education students are given the same instructional services as their peer general education ELLs. Our plan for ELLs who have been assessed as having special needs includes a close collaboration with the Special Education department to identify and work with their particular accommodations. These children are serviced by both the ESL department and the Special Education department, and a collaborative approach is taken to their advancement and eventual mainstreaming. Differentiated instructional techniques are used in the class to help assist the students

with comprehension and understanding. Based on their IEP and collaboration with the IEP coordinator, instruction is tailored to meet the students' language needs as well as providing support with any cognitive needs the student might have. We encourage all teachers to use a variety of differentiated instructional approaches such as, but not limited to, the use of manipulatives, graphic organizers, visuals, engaging prior knowledge, rewording texts, group work, etc... AIS tutoring and afterschool tutoring is also available to all ELL special education students to help assist with homework, language needs, and any of the modalities they might be struggling with. All special education ELLs are also tested using Scantron performance series and Acuity. The results generated by these exams helps create tailored instruction for each student as well as allowing teachers to see potential gains or areas of need for each student.

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?

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

Courses Taught in Languages Other than English *①*

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

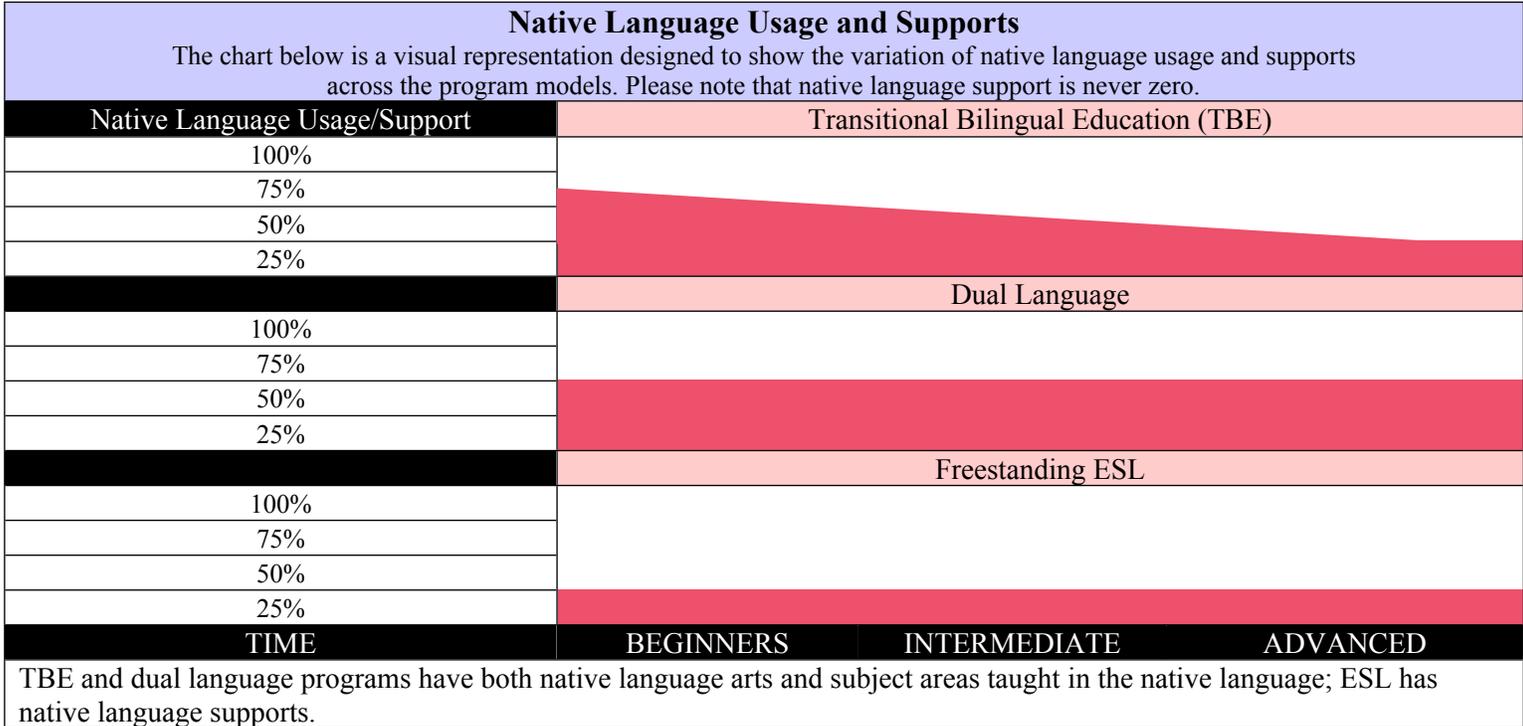
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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



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.

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

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

Based on the AMAO Estimator tool the effectiveness of our program is split. The information extrapolated by the AMAO Estimator tool reveals that we meet the AMAO 2 goal of "achieving proficiency" however we do not meet the AMAO 1 goal of "making progress". Henceforth, one of the goals will be to meet the target AMAO 1 goal of "making progress" for the 2013-2014 school year, while continuing to meet the AMAO 2 goal of "achieving proficiency". The AMAO 1 goal of "making progress" is targeted at 66.4 percent of students making progress on the spring 2014 NYSESLAT. Considering that our program is a push-in/pull-out model, ESL specialists are readily available to assist content area teachers with pedagogical strategies inside their content area classes. The program also allows flexibility in that push-in ESL teachers can work on language development inside content area classes.

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

For the upcoming school year, we will be continuing to target full compliance with servicing our ELL population. We will continue to offer both self-contained and push-in, team teaching, models of instruction for our population. We will be offering Regents Exam tutoring services, as well as NYSESLAT Exam tutoring, for our ELL's after school, for one hour a day, two times per week (offered by the ESL teachers). PM school is also available with content teachers after the instructional day. We will also be targeting multicultural learning experiences out of the classroom with content-focused field trips, to museums and to cultural attractions in New York City. Professional development for content area teachers regarding ELL strategies will also be offered. Staff members are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are hosted by both the content-area staff members, as well as outside consultants and specialists. Staff members have also been offered the opportunity to attend the QTEL Institute for Secondary English Language Learners training offered through the Department of Education.

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

AIS tutoring will be discontinued as we rolled the mandated 47 1/2 minutes into the working day. Classes will now be about 5 minutes longer to accommodate the 47 1/2 minutes of tutoring. The AIS tutoring was discontinued as not enough students were seeking the extra support it offered.

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

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

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

list ELL subgroups if necessary)?

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

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

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

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

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

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.

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

18. What language electives are offered to ELLs?

The language elective offered to ELL's at this point consists of 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)?

N/A

C. Professional Development and Support for School Staff

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

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

2. Professional development in the Common Core Learning Standards is done weekly for all teachers including ELL staff for the purposes of reaching equivalent standards and producing CCLS worthy curriculum. Standards are reflected as a rubric and utilized to measure the success of the students along the continuum for all CCLS adjusting for ESL students according to their language proficiency. ELL personnel may attend monthly workshops offered by the Network ESL coach as well as QTEL seminars. The Network ESL coach visits regularly to assist the ELL staff with curriculum development in alignment with the CCLS. ELL staff has the opportunity for coaching with an independent ELA specialist as well for CCLS alignment and ESL/ELA credit bearing coursework and support. ELL staff may select to go to various Network content speciality seminars for deepening understanding of the CCLS by content areas. Conferences, both private and Department of Education generated, are available to the ELL staff upon request.

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

4. Bronxwood Preparatory Academy will and has committed time, energy and resources to professional development activities. Our ESL coordinator is also in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members are trained for a minimum of 7.5 hours of ESL training as per Jose P. by seminars and inquiry led by qualified personnel. Records of these meetings are kept in the Principals office. In the training all teachers of ELLs will be exposed to the following topics for the 2012-2013 school year:

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

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

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. Bronxwood Preparatory Academy has several procedures in place to ensure parents of ELL students are involved in the school community/culture. Frequent communication is published, translated and mailed about school policies, news, and events. On the individual level, the staff seeks information about the parents' lives of our students (e.g., cultural heritage, socioeconomic background, literacy level and household composition). Teachers listen to parents' concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family, drawing on their knowledge. The parent coordinator facilitates the parent association, which meets monthly. Through this forum, parents are encouraged to volunteer at Bronxwood Preparatory Academy during the school day. Our parent coordinator along with our ESL coordinator, also perform workshops specifically tailored to ELL parents. Peer volunteers will be assigned to serve as Cooperative Learning Partners to LEP students in other classes. Para-professionals will also be assigned to the ESL course to provide support in guided/cooperative learning activities. Parental involvement includes the school Parent Teacher Association, periodic parent-teacher conferences, and content-specific parent outreach programs that aim to involve parents in their children's education. These programs involve helping parents to understand graduation requirements, transcripts, and resources available to them and their children.
 2. Not applicable at this time.
 3. Needs of parents are evaluated through parent outreach programs and the Parent Teacher Association, designed to inform and assess the demands of our community and population.
 4. Needs of the parents, such as understanding graduation requirements, reading transcripts, working on financial aid, and general graduation requirements, are addressed through periodic outreach to our ELL community. These workshops are organized through our administration, parent coordinator, and ESL department and are held on Saturdays to accommodate parents' busy schedules.

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.

N/A

Part VI: LAP Assurances

School Name: <u>Bronxwood Preparatory Academy</u>			School DBN: <u>514</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Gallardo	Principal		1/1/01
Kim Constantine	Assistant Principal		1/1/01
Brenda Batista	Parent Coordinator		1/1/01
Timon Munting	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
John Molina	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Janet Stroh	Other <u>Programmer</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 514 School Name: Bronxwood Preparatory Academy

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

Our staff will also translate:

NCLB communications not available from the NYC DOE.

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

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

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

Our staff will interpret:

NCLB communications not available from the NYC DOE.

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

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

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

Our staff will interpret:

NCLB communications not available from the NYC DOE.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: BRONXWOOD PREPARATORY ACADAMY	DBN: 514
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

NYSESLAT Preparation Program:

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

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

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

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

Teachers: 1 (ESL/Bilingual Certified)

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

Facilities: regular classrooms/ESL Office

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

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

- One hour per session
- 34 total hours per semester

Part B: Direct Instruction Supplemental Program Information

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

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

Proposed Supplemental Instructional Activity #1

Regents Preparation Program:

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

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

Teachers: 1 (English/Social Studies)

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

Facilities: regular classrooms/ESL Office

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Proposed Supplemental Professional Development Activity #1

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

Frequency of workshops: 4 sessions

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

Measurable outcomes: observable change in pedagogical practice.

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

Participants: All instructional staff and supervisors.

Proposed Supplemental Activity #2 (Continuation of Professional work)

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

This workshop will cover:

- Teaching in Mulitcultural Classrooms

Part C: Professional Development

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

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

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

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

Facilities: School Library or auditorium/classroom

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

Part D: Parental Engagement Activities

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

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

Begin description here: Proposed Parental Involvement Activity

Parental Involvement in Student Education

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

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

Facilities: Library/Outside Facilities, Community or Recreation Center

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

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

Licensing: ESL and English

Part D: Parental Engagement Activities

How many parents: 15 to 20

Teachers: 2/Plus Vice Principal

Part E: Budget

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

Allocation Amount: \$11200

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

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

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