

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10x213

School Name:

BRONX ENGINEERING AND TECHNOLOGY ACADEMY

Principal:

KARALYNE SPERLING

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 10x213
School Type: Public Regular Grades Grades Served: 9-12
School Address: 99 Terrace View Avenue
Phone Number: 718563-6678 Fax: 718-817-7698
School Contact Person: Freida Nesmith Email Address: fnesmit@schools.nyc.gov
Principal: Karalyne Sperling
UFT Chapter Leader: Catherine Scott
Parents' Association President: Luis Watts and Shameka McCord
SLT Chairperson: Shameka McCord
Student Representative(s): Xavier Rush Jackson and Sabrina Swagger

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza 8th Floor Bronx New York 10458
Superintendent's Email Address: Elindsre@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 562 Cluster Leader: Debra Maldonado
Network Number: 562 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karalyne Sperling	*Principal or Designee	
Catherine Scott	*UFT Chapter Leader or Designee	
Shameka McCord (Co president with Luis Watts)	*PA/PTA President or Designated Co-President	
Martha Bracero	DC 37 Representative, if applicable	
Xavier Rush Jackson Sabrina Swogger	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Jackson	Member/	
Dana Holness	Member/ Teacher	
Julian Fagan	Member/ Parent Title 1 Rep	
Mary Beckett	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Bronx Engineering and Technology Academy (BETA) founded in 2004 is located on the Kennedy Campus with six other schools including two charter schools. With a population of approximately 430 students 83% male and 17% female BETA faces unique challenges and has achieved great accomplishments.

BETA's mission is as follows: Bronx Engineering and Technology Academy's mission is to create a nurturing and challenging learning environment that supports students' ability to think critically, creatively and collaboratively both inside and outside the engineering and technology fields. BETA in collaboration with National Academy Foundation (NAF), Manhattan College School of Engineering, families, and community partnerships engages students in a college preparatory curriculum, which includes studies in the engineering and technology fields. Within our New York State certified CTE engineering program, engineering and/or technology is used as a lens through which everyday problems are analyzed, approached and solved. We are committed to teaching our students how to learn and think as engineers discovering the wonders and joys of learning through collaborative problem solving. It is our commitment to empower and prepare students to become technologically literate citizens with the skills necessary to succeed at the university level, in any field of choice. Students are equipped with the knowledge, skills, and ethical values necessary to assume leadership roles in an increasingly global, technological, and culturally diverse society.

BETA is a fully inclusive public high school serving all students in the general education classroom with the supports of co-teaching as well as push-in and pull-out services for English language learners and students with special needs. With 22% of the population receiving special education services and 14% of the population receiving English as second language services, making sure all students' needs are met within the general education classroom is a challenge. We have a large support staff who not only service the students but also support their colleagues in lesson planning, instructing and assessing the needs of the students. This is indeed both a challenge and a strength.

BETA is proud to be a National Academy Foundation school with an Academy of Engineering and Academy of Information Technology. An accomplishment of the past year was BETA earning New York State CTE Certification in Engineering (Specifically Drafting and Design Technology) in the winter of 2014. We have also through our Engineering and technology programs fostered internship partners over the past year including: Pencil, Cushman & Wakefield, Techbridge, Camp Interactive, Girls who Code, Architecture - Construction-Engineering (ACE) and National Society for Black Engineers (NSBE). Our NAF Board of Directors also includes partners from Pace University, Manhattan College, Year -up In June 2014 the first 5 CTE diplomas were granted. Building, maintain and

fostering these partnerships to provide internships, both paid and unpaid, as well as opportunity for exposure to college and career readiness experiences both out in the field as well as in the classroom has been a great challenge and success.

Our primary support organization is New Visions for Public Schools. We are currently involved in multiple NV programs to support our curriculum: A2I for mathematics, Global Studies Pilot, Living Environment Studies Pilot, as well as the Blended Learning Community. BETA is proud to be in its second year of the Chancellor's Learning Partner Program initiative. These programs combined with AP classes, College Summit for grades 9-12 as well as courses offered at Lehman College through the College Now program support BETA's vision of college and career readiness for all.

Our greatest accomplishment in the past year was achieving the State CTE Certification. Along with this certification our goals of strengthening our connections with the NAF Board of Directors and developing new partnerships and internship programs was reached. Our focus for this year is to grow our Academy of Information Technology through providing more courses as well as after school programs as well as continue to improve our instruction through using data to make instructional decisions on all levels both in the classroom and outside of the classroom. We hope that with this improved instruction we will also see an increase in attendance.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

From the QR 2013-2014 Rated Developing:
Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 improvement in teacher effectiveness, through the understanding of what “engaging and rigorous instruction” looks like, will be demonstrated through at least 10 teacher facilitated Professional Developments centered around the 8 Danielson components used for evaluation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Professional Development Team will analyze last year’s PPO and QR as well as the fall Mock Quality Review done by our support network to target areas that need improvement in teacher effectiveness leading to “engaging and rigorous instruction” during weekly 80 minute PD session	All Pedagogues	September 2014 – August 2015	The BETA PD Team
Teachers will attend Professional Development activities on topics that support improvement in the Danielson Competencies and turnkey them to other staff members in grade team meetings as well as whole group Wednesday PD’s	All Pedagogues	September 2014 – August 2015	All outside PD’s approved by Principal Sperling

Staff participation in the New Visions' A2I mathematics program, Living Environment Pilot, Global History Pilot, Blended Learning Community as well as The Chancellor's Learning Partners Pilot will support the goal of bringing high rigor – high engagement instruction to the classroom.	All Pedagogues	September 2014 – August 2013	Principal Collaboration with New Visions: AP Hall A2I and Living Environment Pilot – AP Dixon Global History Pilot and BLC - Principal Sperling Learning Partners Pilot
All staff will receive a copy of the Danielson Framework for teaching book	All Pedagogues	September 2014- August 2015	Principal
Parents will be notified and have a voice in “engaging and rigorous” instructional classrooms and trips offering and programs through Parent/Teacher conferences and PTA meetings	Community	September 2014- August 2015	Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> per session software, text books, hardware, basic office materials, mailings, phone messenger, literacy specialist, Staffing: Assistant Principals F status Literacy Specialist

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
<p>Mid-Year Benchmark:</p> <ol style="list-style-type: none"> Review of the PD team of the Wednesday PDs to ensure that at least 5 teacher facilitated PDs have occurred as of February. Wednesday PD sessions as well as a mid-year the “working document” PD Calendar by the PD team. Review by administration of observation feedback on Advance. Do our “recommendations” and/or “next steps” reflect what the teachers are receiving support in weekly. (checks for understanding, purposeful groupings and student accountability?)
<p>Part 6b. Complete in February 2015.</p>

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
<p>Mid-year General Comments:</p> <p>BETA's staff run Wednesday 80 minute PD sessions weekly and are coordinated by the PD team which maintains a "living document" PD calendar. We have, as a community, since September 2014 connected our feedback from the QR and PPO to the Danielson Rubric as well as the QR rubric. Our main focus so far has been:</p> <p>I Checks for Understanding throughout the lesson (3d),</p> <p>II Purposeful groupings (1e and 3c) that support student accountability through accountable talk(3b).</p> <p>III Supporting Ells and SWD in team teaching classrooms with a copy of Mariyln Friend's "COTEACH" purchased and distributed to each staff member</p> <p>The Learning Partners Pilot teacher members have lead two whole school inter-visitations on two Tuesdays with a whole school debrief during two Wednesday PD sessions with support from Amy Haskell from LPP Tweed. The first visitations were focused on student engagement (3c) and the second on evidence of teacher checks for understanding throughout the lesson (3d). The feedback from teachers throughout this process was positive and many incorporated "take-aways" into their own practice that they observed in other teachers classes.</p> <p>(1a and 1e) Were addressed through the incorporation of Rubicon Atlas into our design as well as a re-design of the BETA lesson plan following our QR in February. During the November 4th morning session of the all day Pd day the representatives came from Rubicon Atlas and supported the teachers in adopting this new program.</p>				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

From the 2013-2014 Quality Review:
 Teachers’ lesson plans follow a uniform format and include boxes to check off the CCLS standard and the Universal Design for Learning (UDL) strategy. However, the indicators checked in many cases did not match the practice in the classroom.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will program 100% of all students with IEPs into the Least Restrictive Environment (LRE), in accordance with their needs, to ensure student engagement in rigorous learning activities that will improve achievement by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
SIT Team will lead at least three Wednesday 80 min PD’s and strategies to support SWD	Pedagogues	September 2014 – June 2015	IEP Teacher and AP Dixon
ESL coordinator along with the SIT Team (of which he is a member) will support at least two 80 min PDs to support ELLS	Pedagogues	September 2014- June 2015	ESL coordinator and AP Dixon
9 th and 10 th graders who assessed below grade level on the Gates-McGinitie Assessment (given by the literacy specialist) will participate in the Achieve 3000 program	Students	September 2014- June 2015	IEP coordinator
ESL students will participate in the Lifetime Learners Language Lab (Rosetta Stone)	Students	September 2014-	ESL coordinator

		June2015	
All staff will receive a copy of Marilyn Friend's book COTEACH during the fall PD completed by the SIT team on co-teaching.	Staff	September 2014- June2015	Principal Sperling
All BETA parents will be invited to participate in the lifetime learners language program. All 9 th and 10 th grade parents will receive on their Marking period One report card their child's results on the Gates McGinitie reading test as well as information about the programs available to support studnets whose scores were low.	Parents	September 2014- June2015	Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Rosetta Stone, Achieve 3000, ESL Coordinator, IEP coordinator, After School funding, SIT team per session and materials Literacy Specialist funding, mailing and postage and phone messenger and Parent coordinator to support the parent piece, school social worker to support the social –emotional piece and support attendance of programs, per session, software, text books, hardware, basic office materials

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Weekly Benchmark: Check in at weekly SIT meeting

Benchmark: February Assessment of SWD and ELLs grades and regents scores (if taken in January) Pd should have occurred from the SIT team to staff to better help the students.

June and August Benchmarks: Regents scores and passing rates for ELLs and SWD for the year 2014-2015

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Mid-year General Comments:
Following the SIT teams Wednesday PD covering strategies and supports that can be used to support SWDs and ELLs in the classroom it was decided that a system of tracking needed to be developed. The team adopted a clipboard system in which the psh0in teachers and ESL teacher take daily notes on the students they support in the classroom and share any patterns or concerns from these notes in the weekly meeting. Additionally the grade teams have developed a system of sharing concerns with the SIT team through email that can also be discussed at the weekly meeting. The SIT team is going to continue to work on communication with the subject teachers to best serve the full inclusion models

success.

Gates –McGinitie lexile scores were given to all 9th and 10th grade students. Achieve 3000 was adopted and PD given around the program for struggling students as well as for three of the 9th grade classes. It is hoped that this program will be incorporated more into one 10th and one 11th grade English class twice a week for struggling readers in the spring.

Following our February QR which has not been released yet teachers in response to the informal feedback are in the process of redesigning and turn-keying the changes to the BETA Lesson plan to make our supports for ELLS, and SPEDs more evident to both the students, professionals working in the classroom as well as observers. Pilot teachers have turn-keyed their work centered on assessment as well as lesson design.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

From the 2013-2014 QR

Teachers have started to work with a consultant to revise their curriculum units to align them to the Common Core Learning Standards. However, current curricula units have not been adjusted to meet the needs of the student population.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2015, all curricula and assessments will be aligned to the common core learning standards in all core content areas, (in order for students to be fully engaged in highly academic and rigorous tasks), as assessed through administrative and peer observations as well as curriculum maps uploaded to Rubicon Atlas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Purchase Rubicon Atlas for the School	Community	September 2014- June 2015	Principal Sperling
Professional Development Rubicon Atlas	Community	November 4 th 21014	Principal Sperling
Access to Project Lead the Way Curriculum and software for all engineering and Technology supports as well as NAF PD and all materials needs	Technology and Engineering	September 2014- June 2015	Principal Sperling

	Pedagogues		
Access and training to all 9 th – 12 th grade College Summit Curriculum	Counselors <i>and other support pedagogues</i>	September 2014 – June 12015	Principal Sperling
Access to New Visions” website with curriculum provided for Global History, Living Environment and A2I math as well as other curriculum supports. Website access for Engage New York.	Pedagogues	September 2014 – August 2015	Assistant Principals
Parents will be notified and have a voice in their child’s school curriculum instructional classrooms and trips offering and programs through Parent/Teacher conferences and PTA meetings	Community	September 2014 – August 2015	Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Rubicon Atlas, Project Lead the Way, NAF website and meetings, Professional development training both in house and out, New Visions website access to various pilot curriculum, per session, software, text books, hardware, basic office materials

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Benchmark: During Regents week administrative cabinet meeting to review all teachers curriculum in Rubicon with the teacher and confirm that it has been updated to reflect any adjustments

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Mid-year General Comments:

At the mid-year point 70% of all teacher are successfully using Rubicon Atlas. The QR reviewer stated that using the program leaves no room for us to EVIDENCE that we are adjusting curriculum as we are going through the year. Therefore, the staff decided at the end of February that they will spend some time this summer to develop a system of curriculum development and review for the school to adopt for the 2015-2016 year.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

From the 2013-2014 Quality Review Overview:

“In many of the classes visited, lesson plans include exit slips to assess learning. However, in most classrooms, opportunities to use ongoing checks for understanding are not maximized. For example, in a mathematics class where students were learning “how to determine whether lines are parallel, perpendicular or neither”, a student did not understand how to solve the equation to find the slope. The teacher did not stop to make sure that all students were able to solve the problems before she continued with the lesson. In another mathematics class, students had questions regarding the work they were about to do, and the teacher told them to “ask the students in the group for help.” No one in the group was able to help the student. The teacher did not use this information to re-teach or review the material so that all students would be able to reach the learning target for that lesson. Consequently, without adjustments to lessons teachers are not able to meet the needs of all their students.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2015, Teachers will increase the use of checks for understanding in the classroom and will develop consistent assessment practices that align to the curricula in order for students to receive meaningful feedback and measure their own progress and achievement as assessed by administrative observations by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- | | |
|-----|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change |
| 26. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Professional Development Around “Check for Understanding” with supportive materials and videos	Pedagogues	September 2014 – August 2015	PD Team
Team and Department meetings including colleague Inter-visitations,	Pedagogues	September 2014 – August 2015	Assistant Principals
“student voice” will be heard more in the classroom and teacher will work more as facilitator rather than dominating instruction	(Students and pedagogues)	September 2014 – August 2015	Teachers and Assistant Principals
Assessment results will be used to guide pairing or group work	Staff	September 2014 – August 2015	Teachers and Assistant Principals
Parents will be aware of student progress through marking period report cards, access to Skedula (trained by counselors) as well as programs through Parent/Teacher conferences and PTA meetings	community	September 2014 – August 2015	Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

per session, software, text books, hardware, basic office materials, observation time, Assistant principals

Various internet sources including websites and videos for checks for understanding:

PDF from: nelearn.mylearning.org/pluginfile.php/439/mod_page/.../strategies.pdf

Checks for understanding from engage NY

www.teachthought.com/teaching/27-simple-ways-check-understanding

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

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Mid-Year Checkpoint:

Observation reports from advance will be read through together in February at the end of the first semester by Administrative Cabinet. Cabinet will norm to the CEP goals as well as the overall school instructional goal for the year: Using data to drive instructional groupings/parings. Informal results from the QR will be shared with the cabinet as well as the staff in this area as it was an area of concern in 2014-2015.

In June the schools QR and PPO will be reviewed by the Cabinet. The 2014 – 2015 QR and CEP will be reviewed by the entire school in the spring PD and next steps will be created by the community in conjunction with the SLT

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Mid-year General Comments and plan:
Our QR came at the midyear mark. The QR reviewer expressed that she could not see evidence of teachers actively doing checks for understanding throughout the lesson. The reviewer expressed that questioning groups, exit slips, turn and talk etc... does not show that a teacher is recording whether the students are mastering material. Therefore, the staff has decided to develop a checklist that can be used by the teacher through instruction to be tracking the “understanding” of the students though out the lesson.

This checklist is currently under development and will be turn-keyed in a March Wednesday 80min PD that will again cover checks for understanding. The LPP next inter-visitation will focus on checks for understanding once the new system is in place.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Attendance team has been strong and meeting consistently once a week
- Attendance data is being analyzed weekly by subgroups as well as ATS reports
- Strong attendance plan written for 2014-2015 by Principal

Needs:

- Home visits need to be strategic
- NYCDOE programs for overage under credit students
- More opportunities for overage under credited transfers that are placed at BETA throughout the year into various cohorts – they come in behind and data trends say drop out or do not graduate
- Parent Coordinator to support parent outreach needed
- Connect Students with the community with continued internships, after school programs

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 an increase in school wide student attendance from 80% to at minimum of 82% as reported in the PAR and monitored weekly by the Attendance Team including Administration.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
37. Strategies to increase parent involvement and engagement

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

38. Activities that address the Capacity Framework element of Trust			
Attendance plan will be re-written by the principal as part of BETA's comprehensive plan and implemented/progress assessed through the weekly attendance meetings	Attendance Team	September 2014 – June 2015	Principal Sperling
Parent coordinator will be hired by February 2015	Whole Community including the SLT	January 2015-	Principal Sperling
Parent Meetings will be held for specific subgroups: ELLs, Seniors, Freshman	ELLs, Seniors, Freshman	September 2014 – June 2015	ELL coordinator, Parent Coordinator, Assistant Principals, Counselors
Monthly calendar communicating	The Community including the SLT	Monthly September 2014- August 2015	Principal Sperling and Parent Coordinator
Parents will be notified through school messenger of daily absent calls and cut calls as well as access to Skedula online monitoring system as well as through Parent/Teacher conferences and PTA meetings	The community	Monthly September 2014- August 2015	Guidance Counselors and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School Messenger, Skedula, Counselors, Social Worker, attendance teacher, per session, software, text books, hardware, basic office materials

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.
Benchmark One: Weekly Par report read and distributed in attendance meeting adjust.
Benchmark Two: Mid-point Progress monitoring: February Par report: Does report state over 80%? If not revise attendance plan

SLT will review Parent Communication and next steps to improve communication and attendance in February 2015 and in June 2015

Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Mid-year General Comments:

As of February 1st our Par reads as 83.9! This is a great success so far this year. A new parent coordinator began in February so we hope to continue this trend along with increased parent participation.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	X	All BETA AIS Additional instruction means is provided to give opportunity for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards set by New York State and the New York City Board of Education <ul style="list-style-type: none"> • Achieve 3000 • English tutoring by dual certified ESL and English teacher • Homework help in reading and writing by special education teacher • ESL Rosetta Stone 	Small group instruction and tutoring	After School
Mathematics	X	<ul style="list-style-type: none"> • Reinforce learned materials with additional practice • Student support other student in learning challenging 	Small group instruction and tutoring	After School

		<ul style="list-style-type: none"> tasks * Provide multiple entry points to new information' Supply additional pathways to learning 		
Science	X	<ul style="list-style-type: none"> Reinforce learned materials with additional practice Student support other student in learning challenging tasks * Provide multiple entry points to new information' Supply additional pathways to learning 	Small group instruction and tutoring	After School
Social Studies	X	<ul style="list-style-type: none"> Reinforce learned materials with additional practice Student support other student in learning challenging tasks * Provide multiple entry points to new information' Supply additional pathways to learning 	Small group instruction and tutoring	After School
At-risk services (e.g. provided by the	X	Social Worker is available for Crisis		

<i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i>		Intervention Counseling from 8:00am – 4:00pm daily and after school on an at needed basis after school hours		
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
Staff are recruited who are passionate about teaching diverse fully inclusive classes. Many teachers hold dual licenses in ESL or Special Education along with their subject area to support our high population of ELLS and SWD. All staff are exposed to at least 6 - 80 minute PD sessions that contain strategies and theories for supporting the lowest third, SWD and/or ELLs. All staff have access to all data on students through the New Visions Data sorter located on google docs as well as emailed to them as an excel file each marking period.

2b. 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).
16 staff members and all three administrators are involved in academic pilots through New Visions. These pilots engage staff in PD, inter-visitations, access to curriculum as well as curriculum supports and academic coaches in their subject area.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Teachers make up the MOSL team which decides on many student assessments.
 Teachers decide on other group assessments through pedagogue Professional Development team which meets weekly
 Additional Assessments outside of the mandated PSAT, SAT, REGENTS, NYSESLAT and MOSL are decided by the Administration with feedback from the staff and support organizations.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	x	x	11 -22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	x	x	18,19,21,22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	x	x	11-22

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	11	2	3	25	10	2	23	4	9	59

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	11	2	3	25	10	2	23	4	9	59
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	12	2	18	54
Chinese														0
Russian														0
Bengali											1	1	1	3
Urdu														0
Arabic														0
Haitian													1	1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	22	14	3	20	59								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	0	2
Intermediate(I)										6	3	2	8	19
Advanced (A)										8	3	1	6	18
Total	0	16	6	3	14	39								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Data sores include LAB-R scores, NYSESLAT scores, eighth grade Math and English Scores, Regents Scores, Report Cards, Periodic Assessment results including Scantron Reading, Language Arts and Math given twice yearly. Additional assessments may include such "quick" assessments such as the San Diego Reading Assessment and the Gates-MacGinintie for reading comprehension. Formative

classroom assessment is on-going daily to guide instructional content and pace. This data combined with the RLAT and RNMR reports from ATS are accessed/used by Principal Sperling as well as the Programmer/Data Specialist Mr. Charlie Palacios to make scheduling and instructional decisions for BETA's ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals through the last two years LAP reports that we were admitted an oddly high number of ELLs with very little English proficiency and many receiving both ELL and Special Education services. These students required extensive services last year moving our school into having to hire an ESL coordinator to assist meeting the needs of our ELLs with the ESL teacher. The data shows that twenty of these freshman moved from Beginning NYSESLAT total score to Intermediate score. We are very proud of the progress our ESL students have been making. All students fared better in listening and speaking than in reading and writing. The majority of students showing in the intermediate level of reading and writing - which is an improvement from last year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the NYSESLAT scores to schedule our ESL students English classes. Beginner and low intermediates are scheduled with Mr. Bangali for English. Intermediates are scheduled for a multi-cultural curriculum with Ms. Larsen. High Intermediates, Advanced and proficients are scheduled with both their NYSESLAT and English regents scores if applicable to place them in the proper English class with push-in as well as indirect ELL services as deemed necessary

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) Our most challenging group continue to be the ELL cohort of 2014. They have improved from beginner to Intermediate level across the board but are not yet ready to take any Regents level exams that contain extensive reading and written language such as social studies, science or English. b) Our ELLs have been taking the same periodic assessments as the rest of the population at BETA - Scantron. These results are in Reading, Math and Language Arts. The results are used in combination with teacher informal and on-going formative assessments to guide instruction. c) We have learned that students are struggling the greatest in their writing - in detail sentence structure, grammar and very poor vocabulary. Within the area of reading we have found that student fluency tests out much higher than reading comprehension - most likely caused by the low level vocabulary.

5. We assess our ELLs success on their ability to meet the goal of graduating in under 6 years and enroll in a 2 or 4 year post-secondary program. This goal incorporates passing classes, passing regents, attendance and of course mastery of (usually their L2) the English Language. BETA has year after year exceeded its peer group in successfully educating and graduating ELL's

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
When available, second language instruction - either online or real-time classes - are pursued.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We assess our ELLs success on their ability to meet the goal of graduating in under 6 years and enroll in a 2 or 4 year post-secondary program. This goal incorporates passing classes, passing regents, attendance and of course mastery of (usually their L2) the English Language. BETA has year after year exceeded its peer group in successfully educating and graduating ELL's.

Part IV: ELL Identification Process

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

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

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

The Home Language Identification Survey

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

The ELL Parent Brochure

Parent Survey & Program Selection Form

Parent Notifications of Student ELS Eligibility

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once the academic year begins Ms. Larsen and Mr. Bangali (Core ESL Team) contact all parents of ELLs (double check using ATS RNMR function) and invite them to the opening meet and greet. This school year the first meeting occurred September 27th 2011 in the morning with very poor showing despite letters, phone calls and phone messenger. One to one parent meetings or home visits may have to be done to get 100% participation in the parent survey and choice form. Two more ESL meetings will take place this year, one in January before the January Regents and one in May before the June Regents and the summer enrichment program. During this time the families will enjoy presentations by Mr. Bangali and a group of current ELL students demonstrating what the ELL program provides and how the students have grown throughout the years.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- The ESL coordinator, Ms. Larsen, supported by ESL teacher, Mr. Bangali, ensure the giving out/sending out when necessary of the Parent Survey Letters as well as Program Selection forms every year in the fall ESL parent meetings and given individually for any new admits. The parent survey and parent choice forms are kept on file in both the Principal's office and a copy in each student's cumulative folder. Parent survey letters are distributed at meetings as well as open school events. Survey letters are also backpacked home. Follow-up phone calls by ESL team and guidance counselors to ensure all entitles students have parent choice letters on file in students cumulativ folders.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- All students at BETA are programmed to complete their four years at BETA graduating with Regents Diploma or higher and, through the College Summit program, apply to post-secondary programs. All students, regardless of special needs, language challenges or levels entering the school are held to these high expectations. This is discussed with ELL parents as a group in all of the ELL parent Meetings. In these meetings it is also explained that their child's participation in after school small group and 1:1 instruction as well as the same offered in the ELL Saturday Academy helps to support student achievement. All ELL's are scheduled to have the required hours of ESL support services as indicated on their most current NYSESLAT scores through our free standing ELL English classes and push-in services by both Ms. Larsen and Mr. Bangali. Additionally, we have a certified Bi-lingual math teacher and bi-lingual social studies teacher as well as 70% of BETA's instructional staff are Spanish speakers which is the L1 of the majority of our ELL students. Therefore, students will be scheduled whenever possible to receive their core instructional classes through one of our many teachers who are dual language speakers themselves. This ensures that if clarification of material in L1 is available when necessary - But all instruction at BETA is in full immersion English. Parent selection forms are reviewed and parent choices are entered in ELPC. We do not have sufficient demand for a bilingual program at this time, we offer only free standing ESL. Parents have the option to transfer to a school that does offer a biligual program but most are more interested in the various opportunities offered at BETA and are aware of the ample ELL support available.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- ESL Coordinator sends invitations to each child
 - ESL Coordinator pulls ou teach child individually for the speaking section
 - All other sections are given in groups
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- 100% of parents who after having their options explained have chosen free standing ESL to endure their child's success at BETA. Parent choice forms and surveys are on file in the Principal's office and in their cumulative folder. Every fall trends and needs are taken into consideration as the choice forms are looked through each year by the ESL teacher, ESL coordinator, the administrator overseeing programming and any members of the LAP Team that can be present. At this time program offering decisions are made.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a) Students receive ESL services in a variety of models depending on needs related to NYSESLAT proficiency level, credit accumulation and Regents exam needs and, when possible, native language support. NYSESLAT or LAB-R scoring Beginner ELLs have two periods of self contained ESL instruction and Intermediates one period. All remaining required additional periods of instruction are provided through push-in and pull-out services. When possible, students are provided with additional periods of support, either through additional push in and pull out ESL, and/or indirect planning between ESL/bilingual and non ESL/bilingual content teachers. NYSESLAT Advanced students are scheduled based on multiple assessments: teacher reports, grades, Regents, Advanced Placement (AP) class grades.

b) Students are generally in heterogeneous settings except for those self contained Beginner or Intermediate ESL classes mentioned above. In those ESL classes, students are ungraded, the overwhelming majority being intermediate level. As stated above, students are programmed based on assesemnt data and teacher input with less proficient students receiving a double period of self contained ESL and daily language lab activities. Intermediate and more advantanced students receive a single period of self contained ESL with language lab activities on alternate days.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Explicit instructional minutes for ESL/ELA are provided for students as described above for those students in self contained ESL classes. Students deemed to be proficient enough for mainstream ELA classes receive push in/pull out support by an ESL teacher as part of their required minutes and those students who are in Advanced Placement classes receive support from an ESL co-teacher or communication from the subject matter teacher and one of the ESL staff members to monitor progress. Native Language Arts minutes are provided either through Spanish language class or AP Spanish class for Native Speakers.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 - 3) Students that receive pull out/push in instruction for content areas receive clarification and support when in language heterogeneous groups and there is additionally a credit recovery course in science targeted for ELLs taught by a Spanish teacher. For students that do not speak Spanish, one on one or smallest possible ratio pull out instruction is given on a daily basis in order to have individualized conferencing for reading and writing assignments as often as possible. Small group instruction in English for students of all languages include read alouds, teaching of key vocabulary, modeling of writing, modificiation of assignments as needed and additional oral language development through conferencing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

ESL Coordinator and ESL teachers remain in consistent communication and provide regularl supports to all teachers ELLs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

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

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

b) Incoming SIFE students and they are receiving push in/pull out services for ELA and mathematics. Our other newcomer students are now upperclassmen and the majority of them continue to have self contained ESL classes in one of two configurations described above. These students have diverse programming needs depending upon credit accumulation and Regents exam needs, interest and AP class eligibility and participation. They have push in/pull out services to support them in their diverse needs and interests.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

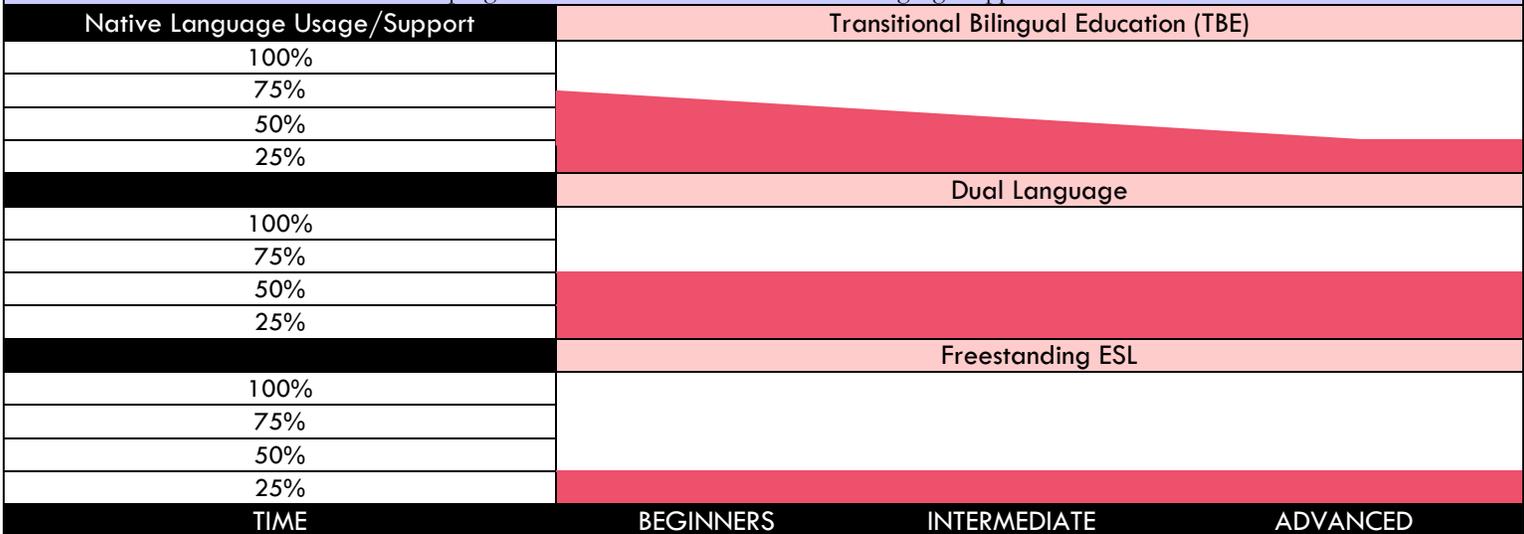
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- There are targeted intervention programs at Bronx Engineering and Technology Academy where ELLs can receive support across the content areas.
- Every day, there is after-school tutoring where extra support is offered to any student who feels they may need extra help - all teachers are available on a weekly rotating schedule.
 - The Saturday ELL Academy: students can take advantage of small group instruction with one or both of our ESL teachers. The program's focus is on language development (vocabulary acquisition, fluency of reading, reading comprehension and written language skills)
 - Technology is used to support ELLs: Rosetta Stone for language acquisition, periodic assessment, Aventa credit recovery, various websites and word processing tools are available.
 - Counseling: Every ELL has their own counselor assigned through their cohort or special education services. The counselor monitors the progress of all ELLs with or without IEPs and/or challenges and ensures that the staff is aware of students' needs and proper interventions (Rtl) are taking place when necessary.
 - Staff use of technology: Through the support New Visions' Datacations program with Skedula this program allows all staff members to access all student attendance, grades, programs services, transcripts, Regents scores. Additionally, teachers, parents and students communicate with each other through anecdotal records where information is shared in "real time" concerning any issues or accomplishments any student may have.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- There will always be continued support for ELLs that have achieved proficiency on the NYSESLAT. Support is continually received through both the ESL teacher through after-school and Saturday when deemed appropriate. Additionally, the students counselor continues to monitor all of their students including former ELLs with 1:1 session at least twice a semester to go over each student's program, grades, regents scores, transcript and goals. All former ELLs are encouraged to retake the English Regents until a 75 is attained and Math until an 80 is achieved to prevent remedial classes when entering college. They will then, in turn, be encouraged to take Advanced Placement courses (if they have not already) so they can be exposed to a rigor that will better prepare them for college. Any issues that may arise are received by all through skedula anecdotal communication and therefore addressed by the entire team that support the student's achievement.
11. What new programs or improvements will be considered for the upcoming school year?
- ELLs are to be personally trained in the BETA computer lab during parent/teacher conferences on how they can monitor their child's progress using Skedula. The new "Parent Initiative" involves outreach for ESL parent meetings to be: on the BETA calendar, phone messenger, personal phone call home and letter home. During parent meetings information is being given concerning YMCA adult education classes within the Kennedy Campus where Bronx Engineering and Technology Academy is located. Additionally, Ms. Sperling is looking into any collaborations possible for BETA parents of ELL to take part in part in programs offered by our campus ESL partners ELLIS and Marble Hill.
12. What programs/services for ELLs will be discontinued and why?
- No ESL programs will be discontinued at this time.:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners and English Language Learners with special needs are fully mainstreamed at BETA. Only NYSESLAT beginner ELLs have targeted English class twice a day and Intermediates once a day unless they have achieved a 65 or higher on the English Regents then they are fully mainstreamed into English such as Fundamentals, Multi-cultural Literature, Honors English and AP Literature. ELLs who have over a 75 in any other Regents will take honors and/or AP courses in that subject or related subjects. BETA student schedules are determined by their needs and accomplishments not by their cohort or "labels". All BETA students have equal access to anything and everything that is offered to any other student at Bronx Engineering and Technology Academy. After school activities such as NSBE (National Society of Black Engineers), SHPE (Society of Hispanic Professional Engineers), Boys to Men, Pretty in Pink, Student Body Government, Robotics, ACE (Association of Civil Engineers), after-school and Saturday tutoring, just to name a few are open to all students regardless of race, gender, ability or disability.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- There are many instructional materials that are used to instruct ELLs. Some of these are: Smart Boards in every classroom, a state of the art Mac Computer Lab (used by the ESL teacher for language lab), three other state of the art Dell Computer Labs, three Dell

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

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

1. Bronx Engineering and Technology Academy has been working hard to build a strong Parent/Teacher Association. One of Principal Sperling's CEP goals and PPR goals involve strategies for increasing parent involvement. Parent Association meetings are now being held on a rotation of morning and evening meetings. Additionally, communication is occurring through a monthly calendar that is sent home as well as posted on the BETA website in both English and Spanish. In September not only was there a PA meeting but also separate cohort meetings as well as ESL meetings. Every meeting has translation services. A Spanish speaking translator is present at all BETA activities and meetings. If a parent's L1 is other than English the DOE phone translation service is used or a translator is arranged through the DOE or one of the two ESL schools in the campus (ELLIS or Marble Hill). All meetings and materials sent home are sent home in English as well as the parent's native language. A separate ESL meeting takes place three to four times a year run by Mr. Bangali and Ms. Larsen. Not only are student needs addressed during these meetings, but parents are made aware of Kennedy Campus as well as community programs available to English language Learning adults and children.

2. Bronx Engineering and Technology Academy does not partner at this time to provide workshops or services to ELL parents but is working on a partnership with parents to provide language instruction to parents as well as computer literacy. When and if partnerships occur all efforts will be made to ensure translation services are available at all times at all events.

3. Anecdotal parent feedback is gathered by the cohort guidance counselors. Once a week there is a cohort meeting for each cohort (Senior Team, Junior Team, Sophomore Team, Freshman team). Each team includes the minimum of the cohort counselor, a special educator and an administrator. During these cohort meetings, along with a variety of other topics, any needs of ELLs that are not being met are discussed along with academic and social progress. Any appropriate needs or topics that need to be passed on in the Parents discussed at the Parents' Association meetings as well as in the SLT meetings.

4. It is through the Parents' Association meetings that it is ensured that parental activities address the needs of parents. For example, the present project of the YMCA's adult education program in the Kennedy Campus offering language instruction to BETA's parents as well as computer literacy classes.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: CFN 562

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Bronx Engineering&Technolog	DBN: 10x213
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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:

Program: Lifetime Learners Language Lab and Achieve 3000

Rationale: ESL students struggling with oral and written language as assessed through teacher anecdotal, grades as well as most current NYSESLAT Scores. Achieve 3000 assessed through Gates- MacGinitie Reading test and followed by Achieve 3000 assessments

Schedule and Duration: On Thursdays after school from 3:30 - 5:30 the Lifetime Learners Language Lab is taking place in the computer lab. On Mondays 3:30 - 5:30 the Achieve 3000 program is taking place. Students, parents and BETA staff will work on the Rosetta Stone Language Program to improve language instruction. Achieve 3000 will be ESL and Non ESL students mixed. This will take place from September - June.

and Types of Certified Teachers: Mr. Woods the ESL coordinator (certified ESL) as well as Ms. Jones (Certified Special Education), Special education teacher and often times Principal Sperling, (also a certified Special Education teacher) will be supporting the work. Ms. Karatzis (Special Education and English Certification) will also be present on Mondays to support the Achieve 3000 students.

Language of Instruction: Instruction will be in Majority, Spanish, Bangali and English. We are currently looking for a similar program that offers Bangali as Rosetta Stone Suite did not offer this. The students will be a mix of Beginner and intermediate as tested on the NYSESLAT. Teachers and supervisors will receive per session at the current rate. Achieve 3000 will be only in English.

Materials: Rosetta Stone, Achieve 3000, general classroom supplies, computers, headphones

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

Part C: Professional Development

- name of provider

Begin description here:

Rational: According with Jose P. laws our staff recieves at least 80 min of ELL PD twice a year.

Tecahers who receive training: Mr. Woods, ESL coordinator attends approximately 6 PD's yearly. Mr. Woods turn-keys these PD to the staff in our Wednesday PD's

Mr. Woods Trainings: He will attend 6 throughout the school year offered by varies institutions and organizations.

PD's as of December 15th 2014 for Mr. Woods:

Fordham university Lincioln Center Close Reading for English Language Learners Grades 6-12
October 22, 2014

44th Annual NYS TESOL Conference
Empowering ELLs: Equity, Enrichment
Hilton Albany
November 14- 15 2014

NYS/NYC Regional Bilingual Education Resouce Network at Fordham University Close Reading
December 1st 2014

Staff Trainings by Mr. Wodds and the SIT Team (School Intervention Team):

November 12th Wednesday 2:20- 3:40 (Leanirng Environment, Student Voice, & Differentiation)
ESL Differentiation - what does it look like
December 3rd Wednesday 2:20 - 3:40 ICT teaching and ESL push-in/pullout supports

March 11th 2015 ESL and Special education who are we? What does our data say? How can we improve our strategies?

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rational: For parents to learn along side their students as and community, for ESL parents to support each other through the high school process

Schedule and Duration: On Thursdays from 3:30 - 5:30 the Lifetime Learners Language Lab is advertising for parents to take part in this learning opportunity with their students taking place in the computer lab.

Additionally 2 yearly ESL parent meetings will take place to offer outreach of community service information as well as Bronx Engineering and Technology Academy high school offerings such as : JFK Presbyterian Health Center, Community drug programs as well as all of the after school activities provided at Bronx Engineering and Technology Program, College Supports through our college summit program (including FASFA, SAT prep classes, the college process etc, drug and free mental health and addiction support fro adults and students, free tax services, etc

Topics to be covered: Here students, parents and BETA staff will work on the Rosetta Stone Language Program to improve language instruction. Mr. Woods the ESL coordinator as well as Ms. Jones, Special education teacher and often times Principal Sperling, also a certified Special Education teacher will be supporting the work. Language of instruction will be majority English, Spanish, Arabic and Bengali.

Name of Provider: Mr. Matthew Woods ESL coordinator

Notification: Parent Coordinator, Diana Pina will be sending out phone messages as well as informing them at parent teacher conferences as well as at the bi-yearly ESL parent meeting.

Part E: Budget

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

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,200	_____