

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** SOUTH BRONX PREPARATORY  
**DBN (i.e. 01M001):** 07X221  
**Principal:** ELLEN R. FLANAGAN  
**Principal Email:** [EFLANAG2@SCHOOLS.NYC.GOV](mailto:EFLANAG2@SCHOOLS.NYC.GOV)  
**Superintendent:** ELAINE LINDSEY  
**Network Leader:** CRISTINA JIMENEZ

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Ellen Flanagan	*Principal or Designee	
Steven Tsokanos	*UFT Chapter Leader or Designee	
Nelle Perez	*PA/PTA President or Designated Co-President	
Taneesha Crawford	DC 37 Representative, if applicable	
, Freddie Delaluz, Tanaisha Smith, Yasmira Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carla Castro	CBO Representative, if applicable	
Elda Ortiz	Member/ Parent	
Nancy Acosta	Member/ Parent	
Luz Lopez	Member/ Parent	
Janixsa Torres	Member/ Parent	
Danita Pagan	Member/ Parent t	
Scott Galassi	Member/ Counselor	
Jarius Toogood	Member/ Teacher	
Stephan Hasson	Member/ Teacher	
Binta Hinson	Member/ / Administration	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

South Bronx Preparatory's Theory of Action is based on a belief of Acquiring Knowledge, Building Support, and Creating Organization in alignment with the Chancellor's Four Pillars of improving student achievement by providing high quality instruction aligned to CCLS. By June 2015 100% of all teachers in year one, two, or three of their careers will have had feedback sessions by peers on unit planning aligned to the Common Core Learning Standards. (QR indicator 1.1 & 1.2).

### **Comprehensive Needs Assessment**

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

We have been working on curriculum alignment to the CCLS for the past four years. The first two years we focused on aligning assessments to the CCLS. Then, we focused on implementing the suggested units from the citywide instructional expectations. Currently, we are in the process of refining and revising via a feedback process derived from a review of the unit plans we collect. Our focus includes continued improvement in entry points, evidence of rigor, high level questions (DOK) and UDL alignment. As we continue to focus in on entry points for our special needs population, we are also improving on addressing the needs of our high level learners or 'differentiating up.' We design PD opportunities that allowed for collegial feedback on lesson and unit plans using a protocol. Teachers have been able to work with a diverse group of colleagues (from different content areas) to get feedback. Additionally, the curriculum committee will be using a modified tri-state rubric to strategically look at first and second year teachers' unit plans as well as teachers up for tenure to offer strategic feedback. Administration will be reviewing their home group's unit plans and offering feedback in tandem with the instructional leads/coaches in house.

### **Instructional Strategies/Activities**

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

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

1. Teachers weekly in teams (Vertical, Grade Level, and ICT/Interdisciplinary). Additionally, we added our own iteration of Learning Partners at SBP this year. Curriculum committee feedback to teachers up for tenure in addition to first and second year teachers using the tri state rubric.

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

1. Curriculum committee, administration, teacher leaders, and grade/vertical team leaders. For middle school, we will also utilize the external coaches from Teaching Matters and CFY.

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

1. Weekly grade team check-ins, monthly vertical team meetings, lesson and unit plan revision protocols to guide the peer feedback process. The CFY coach meets weekly with middle school math teachers to develop teaching strategies and design units that are common core aligned. All revisions ensure that there are entry points which address all levels of learning.

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

1. September 2014 to June 2015. The PD calendar allows for monthly vertical team meetings, weekly grade team meetings, and weekly meetings with coaches.

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

1. Internal instructional coaches for middle school ELA and science. The CFY coach and program for middle school math come from a grant. The CFY coach will be working with the middle school math department on developing teaching strategies that support a blended learning classroom and are CCLS-aligned. We are beginning work with a Teaching Matters coach around social studies. 100% of first year, second year and tenure-year teachers will take part in a curriculum review with members of the curriculum committee to review and revise practice based on the feedback delivered at the review.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental outreach on School Messenger to increase communication with families. Use of Monday PD time to communication with parents via Jupiter Grades, phone conference, award ceremonies and email.

### **Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants

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

No additional funding costs.

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

South Bronx Preparatory's Theory of Action is based on a belief of Acquiring Knowledge, Building Support, and Creating Organization in alignment with the Chancellor's Four Pillars of restoring dignity and respect to the craft of teaching and school leadership. By June 2015, we will improve teacher effectiveness with formative feedback that is based on the evaluative observation option they chose, using the Danielson Framework for Teacher Effectiveness as the observation rubric. 75% of the first-year teachers will improve in one to two domains of the Danielson framework and all tenure track teachers should achieve effective status or better by May 2015 (QR indicator 1.2)

### **Comprehensive Needs Assessment**

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

Based on QR indicator 1.2 we will 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. In order to move teacher practice for all teachers and to measure growth from September 2014 to June 2015, we will align our system to that of the prescribed system outlined by the City of New York so there will be one clear, student-directed, performance-based model of teacher evaluation. In order to monitor progress, we will follow a schedule of observations that will be a maximum of six classroom observations per teacher between October 2014 and May 2015.

### **Instructional Strategies/Activities**

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- We have created a strategic system of teacher evaluation that is equitable and cyclical. Each school administrator has a Home Group of teachers who will receive official evaluations via Advance from them. The Home Group teachers will receive a rating in Advance from their Home Group Administrator based on a collective set of informal observations conducted by all other Administrators during the course of the observation cycle. The Administrative Team meets to norm/evaluate their own process during the Observation Cycle before the Home Group Administrator inputs the final rating in Advance, followed by the meeting with the teachers to discuss the rating and sign off on receiving the rating. Feedback is delivered in person based on observed teacher practice. Teachers do observation rounds, focused on questioning, albeit without evaluating colleagues. Their role is to support their colleagues by taking note of trends in the classroom practice that may need strengthening, or may need to be replicated by colleagues. They offer feedback in a non-evaluative, coaching style so all teachers are supported in the process, thereby making this a true system of growth and support
- B. Key personnel and other resources used to implement each strategy/activity**
- The Principal and Assistant Principals, and Teacher Leaders are the key personnel in this system.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- After each instructional round, there is a survey offered to teachers around the feedback process. Based on last year's data, we are focusing specifically on questioning/discussion.
- D. Timeline for implementation and completion including start and end dates**
- This is a year-long process from September 2014-June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- No cost associated with this activity.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental outreach on School Messenger to increase communication with families. Use of Monday PD time to communication with parents via Jupiter Grades, phone conference, award ceremonies and email.

### **Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							
No cost associated with this activity							



### Goal and Action Plan #3

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

#### Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
South Bronx Preparatory's Theory of Action is based on a belief of Acquiring Knowledge, Building Support, and Creating Organization in alignment with the Chancellor's four pillars, engage parents and families in every aspect of school life. By June of 2015, 90% of parents will have access to Jupiter Grades. We will increase our parental involvement by strategically utilizing the additional time for parent engagement and having a school wide online grading system, Jupiter Grades, that students, parents and teachers can access at all times.

#### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
While our parent involvement has increased, we hope to increase this number using the additional time allocated to us via the new UFT contract. We plan to have access to all parents using Jupiter Grades as an online communication tool. Using the data from the parent survey, we have increased the frequency of communication with parents on students' academic progress. Our first step towards this growth was reaching a 96% parent attendance rate (100% internet at home rate) for our sixth grade family CFY Family Learning Workshop on Saturday, October 18, 2014.

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. We will increase communication on a more consistent basis with parents during this built in time during the school day. Our grade reporting system is Jupiter Grades which allows us to have teachers and parents communicate via the website and to receive information directly from the classroom teachers via texts and emails. With this increased communication, we are also creating in-person opportunities via increased parent-teacher conferences and marking period award ceremonies. Monday professional development affords teachers the time to meet parents, communicate via email and Jupiter Grades. We will utilize the School Messenger system and Jupiter Grades to increase communication with parents, so there is a school wide system in place to get the messages out to parents.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Principal, Assistant Principals, Teacher Leaders, parent coordinator.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Feedback sessions with parents, Survey Monkey surveys around communication, Jupiter Grades.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. This is a full year plan: September 2014-June 2015. We will reflect on the progress at the monthly SLT meetings
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Consultation with CFY for parent meetings (twice weekly from September 2014-June 2015) and our parent coordinator, Ms. Crawford.

#### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parental outreach on School Messenger to increase communication with families. Use of Monday PD time to communication with parents via Jupiter Grades, phone conference, award ceremonies and email.

#### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
<table border="1"> <tr> <td>x</td> <td>Tax Levy</td> <td></td> <td>Title IA</td> <td></td> <td>Title IIA</td> <td></td> <td>Title III</td> <td></td> <td>Set Aside</td> <td>x</td> <td>Grants</td> </tr> </table>	x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants	
List any additional fund sources your school is using to support the instructional goal below.												
No extra costs associated with this activity												

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

South Bronx Preparatory's Theory of Action is based on a belief of Acquiring Knowledge, Building Support, and Creating Organization aligned to the Chancellor's Four Pillars of creating new collaborative and innovative models. By June 2015, we will have trained 25% of teachers in leadership roles building an instructional leadership team which focuses on building capacity in house to deepen our professional development. 100% of our teachers will be in groups led by those teacher leaders. (QR indicator 4.2).

### **Comprehensive Needs Assessment**

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

In order to encourage teacher leadership and intervisitations from September 2014 to June 2015, we have created SBP's Learning Partners. This was designed out of feedback from the staff for increased PD time with similar content areas. This came out of our last PPO visit where teachers needed more support in differentiating their classrooms for all types of learners. There are six groups, three for STEM related (science, math) and three for Humanities (ELA, history) that focus specifically on increasing the level of questioning via lesson plan review, intervisitations and protocol driven work.

### **Instructional Strategies/Activities**

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

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

1. The instructional council meets weekly and has created its own iteration of Learning Partners at SBP, which both facilitates improved instructional practice, promotes intervisitations, teacher leadership, and collegial review, with our instructional leadership team as the leaders of this initiative. This promotes collaborative ownership of the PD agendas.

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

1. Principal, Assistant Principals, Teacher Leaders

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

1. Feedback sessions, Survey Monkey surveys, weekly meetings

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

1. This is a full year plan, with the LP's beginning in October 2014-June 2015.

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

1. Instructional Council, Model teacher program/'PROSE' light, LEAP Program.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental outreach on School Messenger to increase communication with families. Use of Monday PD time to communication with parents via Jupiter Grades, phone conference, award ceremonies and email.

### **Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	X	Grants

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

No additional cost associated with this activity

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	After school tutoring program Regents Review ELR- small group focused on targeted interventions centered around college readiness	Achieve 3000 Small group targeted intervention Small group differentiated/targeted intervention	During school day/After school During school day/After school During school day/after school
<b>Mathematics</b>	IXL.com tutoring program online Powermylearning.org online math learning Regents Review Math Lab SAT Prep	Small group instruction Small group/blended classroom Small group instruction Small group instruction Small group instruction	During school day/after school During school day/after school During school day/after school During school day/after school During school day/after school
<b>Science</b>	After school tutoring Regents Review Lab Report Writing Blended Learning scientific investigation	One-to-one counseling Small group instruction Small group instruction Small group instruction	During school day/after school During school day/ after school During school day/after school During school day/ after school
<b>Social Studies</b>	After school tutoring Regents Review Blended learning	Small group instruction Small group instruction Small group instruction	During school/after school During school/after school During school day/after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	One-on-one counseling STEP-UP Young Black Men's Initiative	Same as titled Small group instruction Small group instruction	During school day/after school After school After school

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Staff at South Bronx Preparatory is offered a variety of supports and differentiated learning opportunities:
a) Inquiry: With action research as its focal point, teachers meet together monthly to review data, look at student work, and get focused, protocol-driven feedback from their colleagues.
b) Professional Development Plan: Our PD calendar was based on continual feedback from our teachers. We have Wednesday's from 1:30-2:50pm in which to offer a variety of PD experiences, from grade to vertical team time with instructional coaches, knowledge sharing, and time to co-plan.
c) Our hiring protocol for hiring new teachers includes an interview with staff and students in a multi-step process. Prospective teachers who pass initial benchmarks are asked to perform a demonstration lesson. Students who were involved in the lesson are asked to debrief with the hiring committee to give feedback on their experience – social/emotional as well as intellectual.
d) Mentoring program where colleagues pair up with new teachers to the school to offer feedback and support to the teachers both inside and outside of the classroom.
e) Lunch and Learn: for special education department in ensuring that our students' needs are met through the use of various instructional strategies and the use of the students' IEP.
f) Partnerships with NYC Fellows, Spring Apprenticeship Program and Summer Fellow Program, Teachers College: Columbia University and Lehman College have helped in recruiting teachers by hosting student teachers
g) Increasing Professional Practices, Relationships and Responsibilities: Outside professional development for teachers provided by Teachers College, iLearn NYC, Teaching Matters, Network 402 and CFY/Connected

**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).
We have a Professional Development plan that is designed to meet the needs of all teachers and students in developing lesson plans and unit plans designed with Common Core Standards from grades 6-12. Our Teaching Matters coach works with grades 6-8 ELA teachers General Ed and Special Ed to unpack the Expeditionary Learning curriculum and to align teaching strategies across the grade levels to have teachers use strategies across the middle school so there is seamless transition from year to year. Our CFY math coach meets with grades 6-8 math teachers to develop classroom practices that incorporate the strategies necessary for students to master the math thinking necessary to meet the Common Core expectations. High school vertical teams meet to plan and develop units of study that are Common Core aligned as we prepare for the new State testing that will begin to align to the Common Core beginning this this year.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school is a conceptually consolidated school and all funds are coordinated to improve student outcomes and close the achievement gap.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

## **Parent Involvement Policy (PIP)**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## II. Parent/Guardian Responsibilities:

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

## III. Student Responsibilities:

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

**DBN: 07X221**

### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	\$589,672.71	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,743,529.00	X	See action plan

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: South Bronx Preparatory	DBN: 07X221
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
Total # of ELLs to be served: 20
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# 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:

Rationale:

Title III supplemental services at South Bronx Preparatory are supplemental to the school-day language support and instruction that ELLs receive through CR Part 154. We designed the after-school specific academic intervention services for ELLs after reviewing state, city and school data on ELL performance at SBP in order to help our ELLs and transitional ELLs who are still receiving transition ESL services to increase academic performance rates, and help prepare them for college and workplace readiness and success. As our data analysis shows that 32 of our current 48 ELLs have been receiving services for six or more years and that 20 of them also have Individualized Educational Plans (IEPs). We believe that academic intervention services for our long-term ELLs beyond their school day are essential to ensure academic gains. Therefore, supplemental special education and targeted literacy services must be an integral component of this program.

Our goal in the after-school Title III targeted academic intervention is to increase the number of ELLs and transitional ELLs on track to earn Regents diplomas and score 3 and 4 on city and state exams. The Title III funds will provide opportunities for SBP high-school ELLs with supplemental language learning opportunities. Another goal is to increase the number of ELLs and transitional ELLs eligible for College Now courses by earning at least a 75 on the ELA and Math Regents exams. All services will be completely accessible to students with IEPs.

Subgroups and Grade Levels of Students to be Served:

At the SBP high school level, there are three 9th-grade ELL students (one intermediate, two advanced); three 10th-grade (one intermediate, two advanced), two advanced 11th grade students and one advanced student for a total of nine students. In the middle school, there are 25 6th-grade ELLs (three beginner, nine intermediate and 13 advanced); nine 7th-grade ELLs (two intermediate and seven

### Part B: Direct Instruction Supplemental Program Information

advanced) and five advanced 8th grade ELLs for a total of 39.

#### Schedule and Duration:

The after-school supplemental services will meet two times a week for 20 sessions on Tuesday and Thursday from 3 p.m. to 5 p.m. throughout the entire school year.

#### Language of Instruction:

The after-school supplemental services will be conducted in English, but when needed, they will also be conducted in Spanish to support lower-level ELLs.

#### Number and Types of Certified Teacher:

There are four service providers in this program. There are two certified ESL teachers, one certified bilingual and one certified math teacher.

#### Types of Materials:

The program offerings will be based on the needs of the students as reflected in student data. Content area, special education, collaborative team-teaching service providers, and the ESL teachers will use ESL methodology, graphic organizers, think-pair-share activities, jigsaw, note-taking and study skill strategies. We will use Achieve 3000 and American Reading Company to improve ELL reading skills. We will use Writing Matters for essay writing. Teachers will plan lessons around pre-reading activities, assessing comprehension during reading, and summarizing and reflecting in post-reading activities as they concentrate on content area materials. We will also plan lessons using iZone, iLearn and IXL, and Light Sail.

### Part C: Professional Development

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

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

Begin description here:

Rationale:

The ESL teachers have participated in QTEL training as well as other ESL professional development and subscribe to the philosophy and make use of these techniques in push-in and pull-out classes. They

### Part C: Professional Development

attend regular network- and city-based ELL professional development meetings and lead school-based professional development on ELL needs, interventions, data analysis, and curriculum planning. They also serve as a liaison for staff members in using language learning techniques in their content area classes. The ESL teachers present strategies for other staff members through departmental and grade-level meetings.

#### Teachers to Receive Training:

All teachers, middle and high school, participating in the Title III supplemental services will receive training.

#### Schedule and Duration:

All participating teachers in the Title III supplemental services will meet monthly for planning sessions led by ESL teachers to study the effectiveness of the Title III programming, plan celebrations of ELL learning, and to identify necessary interventions to increase ELL student learning and achievement. Learning Walks within the school are ongoing and an ELL Inquiry Team is established.

#### Topics to be Covered:

Title III participating teachers will cover topics basic to QTEL: Building the Base or higher-level QTEL courses, depending on the previous QTEL experience. All teachers will also have the opportunity to attend learning walks within the school building and at other schools to examine best practices in ESL methodologies that teachers can bring back into SBP classrooms and to the Title III after-school supplemental programming. Additionally, all teachers are invited to participate in the ELL Inquiry Team. The team will assess ELL data as part of an ongoing investigation to ensure academic success. Teachers in the Title III supplemental services will study the effectiveness of the Title III programming, plan celebrations of ELL learning, and identify necessary interventions to increase ELL student learning achievement.

#### Name of Provider:

The ESL teachers help link staff to Department of Education Office of ELL professional development opportunities as well as city-level professional development opportunities through the network and outside providers. The ESL teachers who provide services are fully certified and hold MA degrees in TESOL.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

#### Rationale:

The parental engagement activities address ways to higher academic achievement for ELLs and are additional to mandated ELL activities for parents. Also, we will host a Cultural Exchange Night, which is a school-wide event that includes music, food and customs from some of the countries represented in

**Part D: Parental Engagement Activities**

our school. We will try to identify ELL parents who might wish to serve as guest speakers to share stories of their native countries and culture.

**Schedule and Duration:**

The ESL teachers, Richard Painter and Maria Goss, and the Parent Coordinator, Taneesha Crawford, plan and conduct ELL parent engagement activities twice annually that will last approximately 60 minutes each time. Title III funded supplemental services will also include parent involvement during the last 45 minutes of the after-school sessions.

**Topics to be Covered:**

- Parent Rights
- Community Programs/Services (e.g. Title III Supplemental Programming)
- School Operations
- School/Teacher Expectations
- City and State Examinations
- ELL Student Academic Progress Reports
- College Readiness and Financial Aid

**Name of Providers:**

The ESL teachers at SBP are Richard Painter and Maria Gross.  
The Parent Coordinator at our school is Taneesha Crawford.

**How Parents will be Notified of these Activities:**

We notify ELL parents of these activities by making phone calls to homes, informing ELL students, mailing letters home, and making announcements on the school's website.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>07</b>	Borough <b>Bronx</b>	School Number <b>221</b>
School Name <b>South Bronx Preparatory</b>		

### 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 <b>Ellen R. Flanagan</b>	Assistant Principal <b>Binta Hinson</b>
Coach <b>Pam Abramson/ELA</b>	Coach <b>Margaret Dawson/Math</b>
ESL Teacher <b>Yuk Fung Lam</b>	Guidance Counselor <b>Scott Galassi</b>
Teacher/Subject Area <b>Marlene Sanchez/Spanish</b>	Parent <b>Elda Ortiz</b>
Teacher/Subject Area <b>Margaret Reveron/Special Ed.</b>	Parent Coordinator <b>Taneesha Crawford</b>
Related Service Provider <b>Karen D. Davis</b>	Other
Network Leader(Only if working with the LAP team) <b>Christina Jimenez</b>	Other

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>645</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>5.58%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in							1	1	1	1	1	1	1	7
Pull-out							1	1	1	1	1	1	1	7
<b>Total</b>	0	0	0	0	0	0	2	2	2	2	2	2	2	14

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	17
SIFE	2	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	16

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	5	0	0	15	1	5	16	1	13	36

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		
<b>Total</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>5</b>	<b>16</b>	<b>1</b>	<b>13</b>	<b>36</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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	0	0	0	0	0	0	0
SELECT ONE							0	0	0	0	0	0	0	0
SELECT ONE							0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**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							16	8	1	4	2	1	3	35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>36</b>

## 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)							0	0	1	0	0	0	0	1
Intermediate(I)							1	0	2	1	0	0	1	5
Advanced (A)							6	1	4	2	1	2	0	16
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>22</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	10	1	0	0	11
7	7	2	0	0	9
8	5	0	0	0	5
NYSAA Bilingual (SWD)	0	0	0	0	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	6	0	4	0	1	0	0	0	11
7	7	0	1	0	1	0	0	0	9
8	5	0	0	0	0	0	0	0	5
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	3	0
Integrated Algebra	0	0	0	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>RCT</u>	1	0	1	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	0	1	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	1	0	1	0
Geography	0	0	0	0
US History and	2	0	2	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other <u>RCT Scienc</u>	1	0	1	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. The assessment tools my school uses to assess the early literacy skills of our ELLs are Expeditionary Learning Curricula, Periodic Assessments, and Achieve 3000. In order to assess the early literacy skills of our ELLs, we use assessment tools embedded in

the Common Core State Standards aligned Expeditionary Learning Curriculum to determine students' baseline reading and writing levels at the start of the school year (September), midway through the school year (January) and at the end of the school year (June) to assess growth and areas for whole-class, small-group, and individual teacher-facilitated interventions. In ELA departmental meetings, ELL Inquiry Team meetings and in one-on-one coaching sessions, ELA teachers and the ESL teacher work with Expeditionary Learning curriculum coach, Pam Abramson, to examine student work, analyze student performance data, plan and monitor learning interventions. We also employ the Periodic Assessments provided by the NYC DOE to help further assess students at the start of the school year and toward the end of it. Moreover, 6th grade ELLs with IEPs, all 7th, 8th grade ELLs, and high school LTELLs who use Achieve 3000 embedded reading assessment level tests at the start of their program use and periodically after every 40 activity sessions to determine reading levels, differentiate tests sets for student use, and to identify necessary teacher-led interventions. An additional benefit to using the Achieve 3000 program is that our ELLs' use of technology helps ensure equity in technology and instructional resources, especially within all of the 6th grade ELLs who received home computers through our school's partnership with Computers for Youth (CFY).

ELA teachers use both formal and informal classroom assessments (i.e. formative and summative assessments) to identify areas of the ELLs' literacy deficit and growth. Assessments are offered in students' native language when appropriate, but since many of our school's ELLs, while not yet proficient in English according to their NYSESLAT scores, are English-dominant in their literacy skills, most of them are assessed for literacy development in English.

Our assessment work helps to inform our school's instructional plan in that our continued examination of ELL student performance serves as a dedicated study of the subgroup of ELLs in our school. We use the study of our ELLs' literacy needs to assess the efficacy of our teaching strategies in ELA and across content areas and to determine areas of intended growth for teachers. We have also begun to amass a group of teachers dedicated to examining ELL literacy needs through our ELL Inquiry Team and through our third year of using Achieve 3000 and have capitalized both on the professional development offered through Achieve 3000 and in our school-based four Achieve 3000 trained staff members to begin to turn-key principles of differentiated and leveled texts, multi-sensory approaches in literacy, and student-centered classroom literacy activities that can help students make gains in their literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. What is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT and grades is that the majority of our ELLs' scores and skill levels are higher in the listening and speaking modalities than in the reading and writing modalities. In the main, more of our ELLs tested advanced rather than intermediate or beginner. Specifically, our data show that out of our total of 36 ELLs, 26 of whom tested advanced, eight tested intermediate, and two tested beginner on the most recent NYSESLAT. Of the 16 LTELLs, 13 are advanced, while three are intermediate, and none are beginner. Lastly, 18 of our 36 ELLs are Special Education students, 13 of whom tested advanced, while five tested intermediate and none tested beginner.

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](#))

3. Because the state did not release the spring 2013 NYSESLAT scores in combined modalities, we are unable to articulate how they affect this year's instructional decisions. However, based on the trends from previous years' results, with students achieving higher scores on listening and speaking than on reading and writing, we presume that the results may affect our instructional decisions in that our focus on ELL literacy development is structured around strengthening reading and writing skills across our ELL population; and that we will continue to create specific interventions this year through the use of Achieve 3000 with our Special Education and LTELL sub-groups.

Our school uses the information about the Annual Measurable Achievement Objectives in the following ways: 1. analyze student academic movements on the NYSESLAT, ELA and math state exams, various Regents exams--whether they have progressed to the next level; 2. identify the LTELLs, Special Education ELLs and ELLs who are at risk to help evaluate their individual progress on state exams; 3. become familiar with and utilize the notes written about the ELL academic performance for differentiated instruction in the classroom; and 4. continue to monitor former ELLs and their performance on state assessments.

In regards to AMAO 2, the available data reveal that 21 ELLs achieved proficiency on the most recent NYSESLAT; however, for the time being, we do not have the data to start analyzing how many ELLs met AMAO 1, due to the unavailability of data on the

RNMR report for the four modalities on the NYSESLAT.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  
4. For our program model, ESL :
  - a. The majority of our middle school ELLs taking the NYS ELA exam have scored 1s and 2s on the exam. This score range further implicates our focus for the 2013-14 and 2014-15 school years on the use of Expeditionary Learning Curricula and Achieve 3000. Middle school ELLs' performance on the NYS Math exam shows a similar grouping of scores in the 1 to 2 range. For our ELLs to improve their math scores, we will refer middle school LTELLs to our after-school ELLSA program shared with M.S. 223 and invite students to participate in small-group academic interventions through Title III Programming. Our middle school ELLs scored 1s and 2s for Science, and so we will continue to collaborate with the 8<sup>th</sup>-grade content area teachers both to support their work with ELLs and help each other turn-key his/her instructional practices to help complement every teacher on the team. In high school, the ELLs who have taken 11 Regents exams have earned passing scores on 9 of them. As essential tests for ELLs to graduate from high school and as indicators of post-secondary academic success, we will focus on improving our ELLs' performance on Regents exams by enrolling high school ELLs in Regents preparation courses within the school day and in an after-school academic intervention through Title III programming.
    - b. Teachers of ELLs and school leadership use the results of the ELL Periodic Assessments in order to supplement information about NYSESLAT performance that can be used to group students, target instruction and help ELLs develop skills specifically in reading and writing to help raise their performance level on the NYSESLAT.
    - c. The school is learning that with greater exposure to the testing format through the ELL Periodic Assessments, ELLs are gaining test-taking skills that help them approach the NYSESLAT to demonstrate their knowledge.
  
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](#).)
  5. N/A. (Our school is a 6<sup>th</sup> to 12<sup>th</sup> school.)
  
6. How do you make sure that a child's second language development is considered in instructional decisions?
  6. We make sure that a child's second language development is considered in instructional decisions by 1) making a variety of genres of books and resources in the second language available; 2) providing bilingual dictionaries and glossaries in the classroom libraries to help build vocabulary in English; 3) using cognates whenever appropriate, especially during instruction on vocabulary; 4) breaking down instructional materials for newcomers; and 5) routinely embedding all four modalities of the English language in the lessons.
  
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?
  7. N/A. (Our program is ESL.)
  
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
  8. Our goal is to provide targeted academic support to ELLs, which helps them move toward proficiency in English, while meeting the rigorous Common Core Learning Standards. We evaluate the success of our programs for ELLs using multiple measures. For instance, we use ELL Periodic Assessment results, NYSESLAT scores, Annual Yearly Progress through No Child Left Behind (NCLB) and AMAOs. We examine ELLs' classroom grades, New York City and New York State exam results, and other measures, including

ELL attendance and anecdotal reports from teachers, to compile ELL student profiles. We judge the success of our ELL programs by studying our teachers' instructional capacity to use effective teaching strategies with ELLs, which we measure by completion of ELL professional development and use of learned strategies as seen through classroom observations.

\*ELL data is current as of 10/25/2013

## 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](#).)

1. In order to identify possible ELLs, newly admitted students are administered an informal interview in English by our ESL teacher, Yuk Fung Lam, and in their native language, by the pedagogues comprising our school's translation and interpretation team (Related Services teacher Margaret Reveron, Spanish; Spanish teacher Kim Large, Spanish; Yuk Fung Lam, Mandarin and Cantonese, math technology teacher Chaouiki Hadjahmed, French and Arabic). In the case in which our school receives students whose home language is one not spoken by our school's translation and interpretation committee, we contact the Translation and Interpretation Unit for help in assessing our incoming students' language abilities and needs and in communicating programming options to students' parents. In addition to this informal interview, we administer the Home Language Identification Survey (HLIS) to first-time admits to the Department of Education at our school. We assess student eligibility for the Language Assessment Battery-Revised (LAB-R) within the first ten days of their attendance at our school, submit their placement scores as part of the ongoing BESIS reporting, and place students eligible for ESL services in the appropriate ESL classes.

Our ELL coordinator, Yuk Fung Lam (highly qualified and New York State Initial Certification in Teaching English to Speakers of Other Languages and in English Language Arts, 7<sup>th</sup>-12<sup>th</sup>), is responsible for conducting initial screenings and administering the HLIS and LAB-R in English. Margaret Reveron (highly qualified and New York State Permanent Certification in Bilingual Education and in Special Education) is responsible for administering the Spanish LAB.

Throughout the year, our school obtains weekly updates from Automate the Schools (ATS) through the RLER report in order to identify any students who may be eligible for LAB-R testing; we also use the RLER report to determine student NYSESLAT eligibility. Additionally, we continue to test incoming students eligible for the LAB-R within the first ten days of their attendance, submit their placement scores as part of BESIS reporting, and place students eligible for ESL service in the appropriate ESL classes.

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.

2. Immediately upon entry to our school on day one, parents of ELLs meet with the ELL coordinator, parent coordinator, assistant principal and principal. Within the first ten days of student enrollment, at parent orientations we distribute the ELL parent brochures and show the ELL Parent Orientation video available in thirteen different languages to better explain the three types of academic programs for ELL, Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL that are available for their children within the New York City Department of Education schools. Parents are informed both of the school-based ESL resources and other academic programs, that is, TBE and Dual Language programs as well as specialized newcomer and international schools, that are not offered at our school due to the small ELL population. The ELL coordinator serves as a liaison between families of ELLs and other New York City Department of Education academic programs and informs families of the range of opportunities available for their children. The ELL coordinator meets with families for a follow-up meeting within the first month of their children's enrollment to assess academic progress and plan for academic interventions if necessary. Parents are addressed in their native languages in collaboration with the translation and interpretation team. The timeline is such that first, we meet with the parents of ELLs on day

one upon entry, second, within the next ten school days, we conduct a parent orientation meeting where the parents will be familiarized with the three programs the city offers, and third, we conduct a follow-up meeting in the first month to assess and plan for student academic success.

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 [\[see tool kit\]](#).)

3. At the beginning of the school year we generate ATS reports, such as RLER, to determine the continued eligibility of our ELLs. This way, we can ensure that entitlement letters are appropriately distributed to the parents of the eligible and continuously eligible ELL students. We subsequently mail out the continued entitlement letters to the ELL students' residencies. For new admits, at the initial family meetings at our school (e.g. parent orientations), the ELL coordinator, parent coordinator, and school administrators distribute entitlement letters, Parent Surveys and Program Selection Forms to all of the ELL parents. Parents complete the Parent Surveys and Program Selection Forms at the parent orientations. Upon completion of these forms, we collect these documents at the end of such meetings or ask that the parents return them within their children's first week of enrollment if more time is needed. In the case of parent absence, the ELL coordinator mails out the brochures and instructions on how to access the ELL Parent Orientation video online, explaining the three previously mentioned ELL programs in addition to distributing the entitlement letters, Parent Surveys, and Program Selection Forms to the absent parents of ELLs. Our school's secretary keeps all returned, completed documents in the main office in the students' cumulative files.

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.

4. To place or continue to place identified ELL students in our ESL instructional programs, we first distribute the entitlement or continued entitlement letters to parents of eligible students after having generated the RLER report in the ATS. We maintain records of distributing these letters in our school's main office. The ELL parent choice screen in the ATS (i.e. ELPC) is then updated within the following 20 days. Given our relatively small ELL population, our school uses an ESL model in both Integrated Co-Teaching and in Pull-Out classes to meet the academic and social language needs of ELLs. We do not offer TBE or Dual Language program due to the historical preference of our ELL parents for Freestanding ESL to TBE and Dual Language programs and the small number of ELLs in each grade band. Parents are informed of the school's ESL offerings and if, after learning about the three types of ELL programs for their children, parents choose TBE or Dual Language program, parents are assisted by the guidance counselor, parent coordinator and ESL coordinator in choosing a school that meets their requested criteria. We also refer them to the Placement Office located in 1 Fordham Plaza. Parents are addressed in this process in their native languages in collaboration with our school's translation and interpretation team. Our school's secretary maintains all placement letter records in the school's main office to track the number of ELL parents opting for TBE or Dual Language program. Likewise, the continued entitlement records are maintained in the school's main office. The ELL coordinator, parent coordinator, and administrators then keep close communication with the ELL parents by hosting periodic Parent Association meetings and maintaining consistent parent-teacher interactions and collaborations in-person, over the telephone, by written notices, via email, through ARIS and Jupiter Grades online reports.

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.

5. We generate RLER reports to determine NYSESLAT eligibility. All eligible ELLs are administered the NYSESLAT each spring. In order to ensure that the four components of NYSESLAT are administered, we follow the procedure guidelines given by the state. That is, 1) either a certified teacher who is not the students' ESL or ELA teacher or an administrator makes certain that the Speaking component of the test is administered to each eligible ELL individually in a separate location, away from other students, and that it is done within the dates allotted to us; 2) the remaining three sub-tests (i.e. Listening, Reading, and Writing) may be done in various order, although we normally administer the Listening first, Reading second, and Writing sub-test last; 3) we ensure that these three sub-tests are given within the dates allowed; 4) we provide eligible ELLs with an environment that is conducive to test-taking (a well-lit room, free of distractions and visible content materials). These are the steps we take to administer all sections of the NYSESLAT to all ELLs each year. An ELL student's performance on this annual test determines her/his placement and scheduling for ESL services for the following fall.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

6. In reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices at our school remains consistently toward choosing ESL programming. The exceptions to parents choosing to enroll their children in our ESL programs have been in families whose children are newcomers with fewer than three years of schooling in New York City who have requested either Bilingual programs or programs specifically designed to teach ESL through a newcomer program (i.e. an International Schools model or a school designed for newcomer ELLs). Over the past few years, five families choosing Bilingual, International Schools and Newcomer programs have been looking for programs for their children who have been in the United States for less than two academic years and are at the beginner ESL level according to their latest NYSESLAT scores if available or LAB-R score for newly admitted students to New York City Schools. Parents have stated concerns over high academic standards for their beginner English proficiency children (six students), immediacy of Regents exams required for graduation at the end of the students' first year in high school (two students) and the limited number of Spanish- or Arabic-speaking pedagogues (six students) as primary in their reasoning for choosing Bilingual, International Schools and Newcomer programs over our ESL program.

As most of the parents of incoming ELLs choose to enroll their students in our ESL program, our current programming options are aligned with parent requests. We are in the process of making our ESL program delivery more dynamic and more responsive to the needs of ELLs by increasing the rigor in content-related knowledge with the use of ESL strategies among a wider staff base, integrating targeted technology for increase in literacy skills, and developing strategic interventions for LTELLs and Special Education ELLs. These specific steps aim to continue to meet the needs of our ELLs in the ever-increasingly rigorous classroom and to further align our ESL program with parent requests.

## 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])?
    1. Instruction for ELLs is delivered through a combination of push-in Integrated-Co-Teaching (ICT) and pull-out standards-aligned ESL instruction.
      - a. The organization models our school uses are push-in ICT and pull-out that is both state ESL state standards- and Common Core Learning Standards-aligned. Pull-out ESL instruction is used in the upper high school grades (10 to 12) where individual student programming conflicts with push-in scheduling and with LTELLs who are grouped in a dedicated pull-out class to focus on literacy needs. Push-in ICT is used in grades 6 to 9 in English language arts and science classes, depending on scheduling matches between class schedule and the ESL teacher's scheduling availability.
      - b. In grades 6 to 9, students are programmed in a block schedule that allows our school to place ELLs without Individual Educational Plans (IEPs) in one section of the grade (i.e. 602, 702, etc.) regardless of their English proficiency levels. They are serviced by our school's licensed ESL teacher according to the appropriate state-mandated minutes. Special Education ELLs with IEPs are placed in a designated Special Education ELL grade-level section (i.e. 601, 605, 701, 705, etc.), as they receive ICT instruction in these sections. As such, the X-coded ELLs with Special Education services receive the mandated ESL minutes, too, provided by the licensed ESL teacher. The ESL teacher collaborates with both classroom and ICT Special Education teachers to help build competency in delivering instruction, that is embedded with ESL strategies, to support each and every ELL in his/her English language acquisition. This collaboration takes place through the following methods, including but not limited to, grade and vertical team meetings, Inquiry Team meetings, also known as Practice Area Network (PAN), school-based professional development, paid professional development outside of school hours (e.g. QTEL, CFN and Office of English Language Learner supported Professional Development), paid after-school co-planning periods, inter-visitations, and invitations. In grades 10 to 12, ELLs are placed in pull-out classes in an ungraded heterogeneous method. The X-coded ELLs with Special Education services in these upper grades are also served by the licensed ESL teacher according to the appropriate state-mandated minutes.
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)?
    2. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL model, in that the ESL teacher supports ELLs in the push-in ICT classes based on the highest level needs. Where students' required number of minutes, for instance, those of high school beginners, may be challenging to meet, students join the pull-out class designed for LTELLs where these lower-level ELLs who are not LTELLs receive individual instruction facilitated by the ESL teacher and are supported by peer tutors working to receive school-based community service credits. Additionally, high school students taking Spanish classes whose Spanish literacy level exceeds the content of their assigned beginning high school Spanish class receive differentiated and individualized instruction in English facilitated by the ESL teacher and the Spanish teacher and are supported by peer tutors working to receive school-based community service credits.
      - a. According to our ESL programmatic model and in compliance with CR Part 154, middle school beginner and intermediate students receive 360 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their ELA classes and other non-content-area classes; middle school advanced ELLs receive 180 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their ELA classes and other non-content-area classes. Also, students are grouped within the grade section, in which the licensed ESL teacher pushes into and co-teaches. Consequently, the mandated 360 and 180 minutes per week for the beginner, intermediate and advanced middle school ELLs respectively are exceeded. High school beginner ELLs receive 540 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their English classes, non-content-area classes, and pull-out classes combined; high school intermediate ELLs receive 360 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their English classes, non-content-area classes, and pull-out classes combined; and high school advanced ELLs receive 180 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their English class, non-content-area classes, and pull-out classes combined. Moreover, all ELLs school-wide are offered our

supplemental ESL after-school programs, provided by the licensed ESL teacher, and native language support through Title III programming in ESL, science and math on Tuesdays and Thursdays from 3 to 5 p.m. All ELLs school-wide are offered native language support through the use of multi-cultural and Spanish libraries in the classroom, multi-cultural events school-wide (e.g. Multicultural Potluck Dinner, Hispanic Heritage Museum education family programs, Spanish cultural events and school-wide diversity and cultural heritage programming). Further, High school ELLs take Spanish language classes and are offered Spanish Advanced Placement classes where appropriate.

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. Content area information in our ESL model is delivered through a workshop model, allowing for maximum intentional use of grouping employing data from formative and summative assessments. Using the workshop model also allows differentiated instruction in the form of stations where information of varying complexity is presented to classes of heterogeneous English proficiency levels. The ESL teacher works with content area teachers to encourage, model and give feedback on the use of differentiated instruction, designing curriculum to increase student engagement, and use of authentic assessments. The ESL teacher works with content area teachers both to build teacher capacity in incorporating language objectives into learning objectives and in matching teachers with appropriate professional development opportunities to help teachers develop their literacy instruction skills within the ESL framework. This collaboration takes place through grade level and vertical team meetings, school-based professional development, paid professional development outside of school hours (e.g. QTEL, CFN and Office of English Language Learner supported Professional Development), paid after school co-planning periods, inter-visitations, and invitations to work with the ESL Inquiry Team. High school students taking Spanish classes whose Spanish literacy level exceeds the content of their assigned beginning high school Spanish class receive differentiated and individualized instruction in English, facilitated by the ESL teacher and the Spanish teacher and supported by peer tutors working to receive school-based community service credits.

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

4. Native languages are evaluated by conducting the Home Language Identification Survey (HLIS) at students' initial entries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by assessing their speaking, listening, reading and writing skills continuously both in formative and summative ways. These forms of evaluations include, but are not limited to, baseline pre-assessments, in-class unit-based assessments, periodic assessments, informal observations and conversations with other pedagogues of ELLs and ELL parents about student academic progress.

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).

6. We differentiate instruction for all subgroups in the following ways:

- a. The instructional plan for Students with Interrupted Formal Education (SIFE) includes the ESL teacher providing education for staff working with SIFE ELLs on the nature and effects of each SIFE student's academic history. Where applicable, the ESL teacher collaborates with the Pupil Personnel Team to collect additional social and family data necessary to inform instruction. The ESL teacher includes SIFE students in ELL Inquiry Team research and monitors SIFE students' progress in English Language Arts and in Math as indicators of progress toward promotion or possible academic intervention. SIFE students are suggested to attend after school Title III programming in ESL, Science and Math. SIFE students with IEPs additionally work with a Resource Teacher to supplement literacy instruction using grade level appropriate resources (i.e. American Reading Challenge, Wilson, Achieve 3000, etc.)

- b. ELLs who have been in U.S. schools for less than three years (newcomers) are partnered in class with higher-level

English proficiency ELLs to serve as liaisons and provide graduated help with translation, when necessary. The ESL teacher works with higher level ELLs who help newcomer ELLs to determine and teach collaborative skills that will help both the newcomer and the higher level ELL (i.e. reciprocal teaching, note-taking, active listening) and collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a newcomer in the adaptation phase. Newcomers are strongly encouraged to attend after-school Title III programming in ESL, math and science, taught by both the ESL teacher and content area teachers. Because No Child Left Behind (NCLB) requires ELA testing for ELLs after one year, our instructional plan for these ELLs includes specific test preparation training, newcomer ELLs are strongly encouraged to attend school-wide test preparation classes that are specifically designed for each test that the students take. These classes are taught by both the ESL teacher and content area teachers and are held in afternoon after-school sessions and Saturday sessions for approximately one to two months leading up to each of the required City and State tests. In addition to the test preparation that they receive as a whole class, instruction also takes place in pull-out sessions in the weeks leading up to City and State tests.

c. ELLs who have been in U.S. schools between four and six years and are beginner-level are partnered in class with higher-level English proficiency ELLs who serve as liaisons and provide graduated help with translation when necessary. The ESL teacher works with higher level ELLs who help beginner level ELLs to determine and teach collaborative skills that will help both the beginner level ELL and the higher level ELL (i.e. reciprocal teaching, note-taking, active listening) and collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a newcomer in the adaptation phase. ELLs with four to six years of experience in U.S. schools are strongly suggested to attend the after-school Title III programming in ESL, math, and science.

d. ELLs who have been in U.S. schools more than six years and classified as LTELLs level are partnered in class with former ELLs to serve as liaisons and provide graduated help with translation when necessary. The ESL teacher works with former ELLs who help LTELLs to determine and teach collaborative skills that will help both the LTELLs and the former ELLs (i.e. reciprocal teaching, note-taking, active listening); the ESL teacher collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a LTELL in the second language acquisition phase. LTELLs are also included in a pull-out ESL class, taught by the ESL teacher, designed to address challenges to students' literacy skills. This class specifically prepares students to succeed on the NYSESLAT through test knowledge and the use of differentiated texts for whole-class reading and writing, modeled on the NYSESLAT writing portions. LTELLs are strongly urged to attend the after-school Title III programming in ESL, math, and science.

e. Former ELLs reaching proficiency on the NYSESLAT in the next two years are entitled to testing accommodations mirroring those of the current ELLs (i.e. separate location, extended time, use of bilingual glossaries, third reading of the listening portion on the English Regents). In addition, former ELLs in the following two years receive continued transitional support, which includes the use of after-school Title III academic support in ESL, math, and science; inclusion in ESL cultural field trips (e.g. Lower East Side Tenement Museum), native language support through multi-cultural and Spanish libraries in classrooms, school-wide multicultural events (e.g. Multicultural Potluck Dinner, Hispanic Heritage Museum education family programs, Spanish cultural events and school-wide diversity and cultural heritage programming). High school ELLs reaching proficiency take Spanish language classes and are offered Spanish Advanced Placement classes where appropriate.

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?

7. ELLs identified as having special needs receive individualized literacy instruction from a Resource teacher to supplement ELA-based literacy instruction using grade level appropriate resources (i.e. American Reading Challenge, Wilson, Achieve 3000, etc.). The ESL teacher also works with Special Education teachers continuously to help identify and create language goals to include in students' Individualized Education Plan (IEP) that would help students and teachers monitor and improve ELL-SWDs' language skills. Teachers of ELL-SWDs work together to heighten engagement and comprehension to include multiple language modalities. The teachers allow student extended wait or processing time, employ technology in the classroom, create small-group instruction, modify written texts, and give individualized attention. ELLs identified as having special needs are strongly recommended to attend the twice weekly after-school Title III programming in ESL, math, and science.

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?

8. ESL instructional materials are largely teacher-created and those from the school's adopted Common Core Learning

Standards aligned literacy curriculum, Expeditionary Learning. In collaboration with content area teachers, texts and textbooks from ELA, math, science, and social studies are also used in ESL classes. Grade level appropriate materials are chosen for their reading accessibility and then modified for the individual student's reading level. In the following school year, we will identify activities to incorporate into the ELL support program before the beginning of the school year for newly enrolled ELLs to develop a community within the cohort of ELLs and their families.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

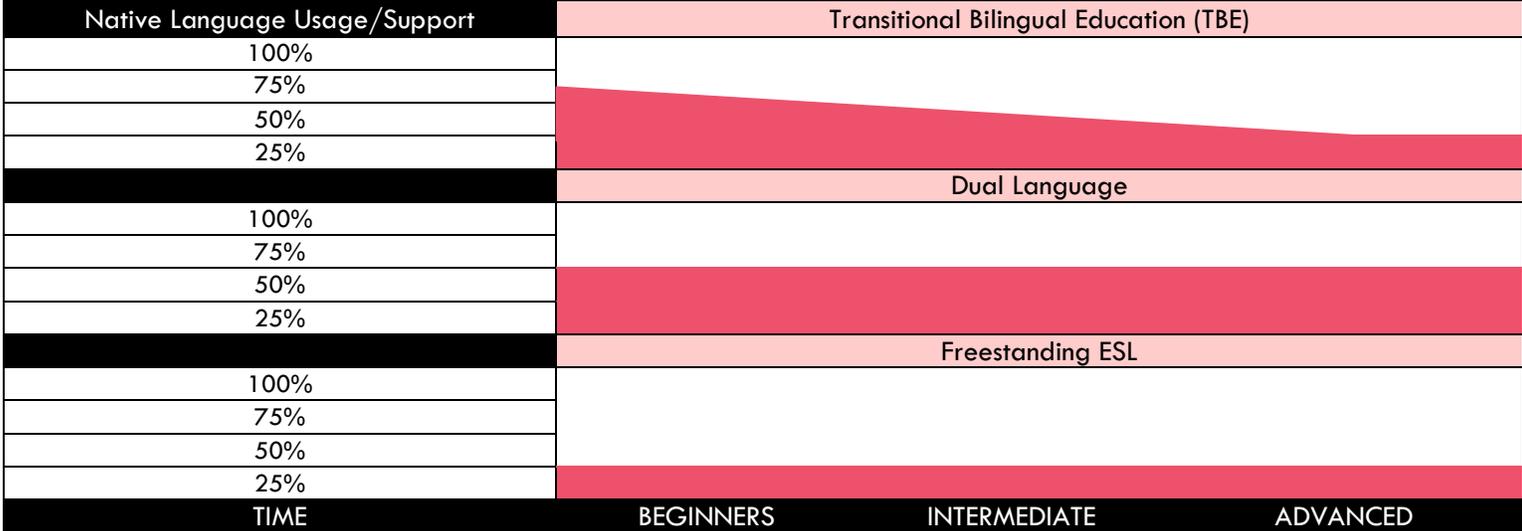
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.

9. Targeted intervention programs for ELLs in ELA, math, and other content areas are delivered through content area teachers and, when applicable, through ICT with the ESL teacher. Interventions are planned departmental meetings and in paid after school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. In ELA, the school-wide use of Expeditionary Learning curriculum, which is CCLS-aligned, draws on best practices in ESL by incorporating teacher modeling, and the use of technology both to demonstrate aspects of the writing process, to engage students in the writing process, to increase the amount of writing that students produce, and to build on students' functionality in computers to raise the level of incorporated revising and editing strategies.

ELLs who did not make Adequate Yearly Progress (AYP) in the previous academic year in ELA according to Annual Measurable Achievement Objectives (AMAOs) are chosen for a targeted list of students to include in the ELL Inquiry Team study. ELA teachers, whose ELLs have not made AYP, work collaboratively with the ESL teacher in order to identify, assess, and modify interventions to help these ELLs make up lost progress and move to the next level in ELA city and state tests and NYSESLAT performance levels. In addition to the existing ELA classes, ELLs in 6<sup>th</sup> grade with IEPs and all ELLs in 7<sup>th</sup> and 8<sup>th</sup> grades use Achieve 3000 for two to five periods (116-290 minutes) a week with a Special Education teacher who has gone through Quality Teaching of English Language (QTEL) and Achieve 3000 training; the Special Education teacher team teaches with the ESL teacher in order to systematically assess, differentiate, and increase the student reading and writing levels. In the 2012-2013 school year this same teacher utilized Achieve 3000 with a group of LTELLs from our school in a combined grant with MS 223 in our after-school English Language Learners' Success Academy (ELLSA).

In analyzing the data about the ELLSA program, we determined that our students needed more contact hours with Achieve 3000 in order to make the estimated 1.5 grade level gains in reading that Achieve 3000 can help our students. Therefore, in the 2013-2014 school year, programming, purchasing, and training changes were made so that we could conduct a study within the school-wide ELL population in using Achieve 3000, so that students can access the program for the recommended 40 sessions. Results from students' use of Achieve 3000 will be monitored through the Language Allocation Policy Team and the ELL Inquiry Team. Additional academic interventions in ELA are implemented in targeted after-school interventions conducted during Title III programming and carried out by a bilingual Spanish Language teacher. Academic interventions for ELLs are performed in English and in Spanish.

Targeted interventions in math are planned departmental meetings and in paid after-school per-session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in math are implemented in math classes and in targeted after-school interventions conducted during Title III programming; ELLs who have not made AYP in math and ELLs who have not achieved proficiency on the City and State exams are targeted to attend after-school math programming with a math teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish, if needed.

Targeted interventions in science and social studies are planned departmental meetings and in paid after-school per-session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in science and social studies are implemented in science and social studies classes and in targeted after-school interventions conducted during Title III programming by a bilingual science teacher and a bilingual Spanish Language teacher. ELLs who have not made AYP in science and social studies and ELLs who have not achieved proficiency on city and state exams are targeted to attend after-school science and social studies programming with a teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish, if needed.

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

10. Our current ESL program is effective since it is meeting both social and academic needs of our ELLs in both content and language development. Our goal is to provide targeted academic support to ELLs that helps them move toward proficiency in English and we evaluate the success of our programs for ELLs using multiple measures. We use ELL Periodic Assessment results,

NYSESLAT scores, Annual Yearly Progress through No Child Left Behind (NCLB) and AMAOs. We also use the ELLs' classroom grades, New York City and New York State exam results, and measure including ELL attendance and anecdotal reports from teachers to compile ELL student profiles. We also evaluate the success of our programs for ELLs by examining our teachers' instructional capacity to use effective teaching strategies with ELLs, which we measure by their completion of ELL professional development and use of learned strategies as evidenced through classroom inter-visitations.

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

11. In the upcoming school year, we will consider expanding the use of Achieve 3000 to more grades in addition to the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ELLs. We also will investigate the use of Reading Instructional Goals for Older Readers (RIGOR). In addition, we will consider scheduling ongoing co-planning periods between content area teachers and the ESL teacher, increasing the number of teachers familiar with best practices in ESL methodologies by continuing to send teachers to QTEL Building the Basics trainings and advanced QTEL trainings as offered by the Office of English Language Learners.

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

12. At this point, we have no plans to discontinue the current ELL programming.

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

13. ELLs are afforded equal access to all school programs as they are included in all school-wide programs, grade- and class-level programs. In addition to the ESL, science, and math Title III Programming, middle school LTELLs are included in the grant-funded after-school program that we share with MS 223 in the same building. This 20-week program provides specific reading and writing support through Achieve 3000, math support through Destination Math and classroom math interventions, NYSESLAT preparation, college planning, family involvement and Saturday bilingual theater and arts programming. Additionally, ELLs and former ELLs are encouraged to participate in the full range of after-school programming at our school including another one run by outside Community Based Organization "OST" and our own school-based after-school clubs, including a theater group (Prep Players), Artists in Residence, Step Up, Science Fiction Club, Weight Training, Basketball, Flag Football, Yoga, Homework Help, Test Preparation, and Credit Recovery courses.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. Instructional materials to support ELLs are Achieve 3000 for 6<sup>th</sup> grade ELLs with IEPs, 7<sup>th</sup> and 8<sup>th</sup> grade ELLs, and high school LTELLs in our third year study, Getting Ready for the NYSESLAT and Beyond (Attansio & Associates) for all ELLs, Intensive English Journal Quick Write (Santillana) for all ELLs, and Expeditionary Learning curriculum in the ELA classroom for all ELLs.

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

15. Native language support is delivered in our ESL program through ESL cultural field trips (e.g. Lower East Side Tenement Museum), native language support through multicultural and Spanish libraries in classrooms, multicultural events school-wide (e.g. Multicultural Potluck Dinner, Hispanic Heritage Museum education family programs, Spanish cultural events and school-wide diversity and cultural heritage programming). High school ELLs reaching proficiency take Spanish language classes and are offered Spanish Advanced Placement classes where appropriate.

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

16. The way in which required services support and resources correspond to ELLs' ages and grade levels is that we provide age and grade appropriate texts and materials to help ELLs acquire both the content-area knowledge and the language skills they need. The resources are engaging, and at the same time they are CCLS-aligned to help ELLs meet the rigor of the classroom.

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.

17. Newly enrolled ELLs take part in all school- and grade-wide summer programming before the beginning of the school year, including 6th Grade Welcome Program (a week-long introduction to school culture and academic expectations), 9th Grade Orientation (one to two days of introduction to high school academic expectations) and the 9th Grade Club Getaway overnight outdoor education class trip. Throughout the school year, as new ELLs enroll into our school, we host individualized orientations for both the ELLs and their parents. This helps them gradually become acclimated in the new social and academic setting.

18. What language electives are offered to ELLs?

18. Spanish language electives are offered to ELLs.

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)?

19. 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 teachers of ELLs are provided with opportunities to learn and build capacity and effectiveness in using best ESL teaching practices. These opportunities include school level professional development in the form of grade team meetings, departmental meetings, co-planning periods with the ESL teacher, participation in the ELL Inquiry Team and training in using Achieve 3000. The ESL teacher works with individual content area teachers to identify areas of support to improve effectiveness of content area teachers' instructional strategies for use with ELLs. The ESL teacher also identifies teachers utilizing best ESL practices and coordinates inter-visitations for teachers to watch effective ESL strategies in use in classroom instruction. Teachers of ELLs are provided with opportunities to utilize network level professional development conducted by the school's Network, that is, periodic ESL meetings and topic specific workshops, such as "Individual Educational Programs and English Language Learners, Part 154." Additionally, all teachers of ELLs are provided with opportunities to participate in city level ESL professional development offered by the New York City Department of Education's Office of English Language Learners (e.g. Understanding AMAOs, Achieving Success for ELLs: A Common Understanding of What Works, QTEL Building the Base, QTEL Advanced Courses, etc.), as well as city-wide professional development opportunities through the NYU-BETAC ELL Think Tank monthly meetings and the Fordham University Bronx BETAC professional development workshops and Touro College's three tuition-free graduate-level courses in Teaching English to Speakers of Other Languages (TESOL) through the Language Development in the Context of the Disciplines (LDCD).

2. Teachers of ELLs, including ESL and bilingual teachers are offered to attend Common Core Learning Standards workshops hosted at Teachers College at Columbia University, a week-long QTEL training, a four-day workshop around ELL SWD, and any relevant, supportive professional development as they are made available to better equip teachers of ELLs for the rigorous CCLS-aligned classroom.

3. Staff members who work with ELLs as they transition from elementary to middle school and from middle school to high school are supported with the help of the guidance staff, the ESL teacher and the Parent Coordinator. Staff are assisted to understand ESL testing guidelines and accommodations, ELL academic language and social language needs, the use of effective strategies in involving families of ELLs to work toward ELL academic success, ESL classroom strategies to build on ELL background content knowledge, connecting ELLs' previous experience with expected grade-level content and skill gains, and specific demographic and promotion rates as useful in determining the most effective methods of supporting ELLs. All ELLs partake in the school- and grade-wide summer programming before the beginning of each school year, including 6th Grade Welcome Program (a week-long introduction to school culture and academic expectations), 9th Grade Orientation (one to two days of introduction to high school academic expectations) and the 9th Grade Club Getaway overnight outdoor education class trip. Staff members working with ELLs are encouraged to attend orientation to build a community between ELLs and other staff working with ELLs.

4. As per Jose P., ESL training for all staff, excluding those holding ESL or bilingual licenses, is conducted in-house through the weekly Wednesday professional development (five hours) and an all-day professional development as part of the programs on September 4, 2013 (one hour), November 5, 2013 (one hour), February 3, 2014 (one hour), and June 5, 2014 (two hours), totaling to ten hours over the school year. Thus, we meet the hours required by the Jose P. mandates for all teachers. We use attendance sheets as record keeping of all staff members receiving such training. These records are maintained in Assistant Principal Ms. Hinson's file.

## 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. Parents of ELLs work with our school's Parent Coordinator, Taneesha Crawford, in periodic meetings with the general parent population and also in a specialized meeting for ELL parents in the fall. In order to evaluate the needs of ELL parents, parent discussion groups during the parent meetings and individual meetings during parent Teacher Conferences are held. Ms. Crawford supports parents in accessing computers and provides instruction in resume writing, job searches, and accessing community programs and benefits for families in response to parents' requests. She also helps coordinate the school's participation in Computers for Youth, which provides the family of each 6th grade student with a home computer and reduced rate internet access, allowing parents to become involved more easily in accessing their children's educational data through ARIS and partake in the parental literacy component of Achieve 3000 in addition to helping parents and children use internet-based educational software to increase student academic skills. Specific programs for ELL parents include the Multicultural Parent Potluck Dinner, FAFSA/College Financial Aid Workshop, Saturday Museum Trip to Museo del Barrio (Nueva York exhibit), Monthly Multicultural Movie Night, and "Night at the Education Movies." Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

2. The school partners with the Mercy Center across the street from our school to connect parents of ELLs with Beginning, Intermediate, and Advanced level ESL classes, conversation partners, reading and computer resources, help with immigration matters, special events around immigrants' rights, access to health care, workshop concerns and citizenship classes. Mercy Center helps ELL parents partner with the Immigrant Protection Unit of the New York Legal Assistance Group (NYLAG) to provide legal representation to our participants in immigration proceedings. Additionally, our school partners with Boricua College, Hostos Community College, and College of New Rochelle to provide education-related information to parents interested in either or both completing a GED and continuing their education at the college level. Similarly, using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

3. We evaluate the needs of parents in ongoing formal and informal measures. As parent needs become clear through meetings about students' academic and social performance, we address parental needs and match parents with available community-based resources. We also conduct surveys about parental needs in the initial meetings with parents and in ongoing periodic meetings, such as Parent Teacher Conferences, IEP Meetings, and ELL parent and all parent workshops. Again, using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

4. The parents of our ELLs cite issues with learning English, accessing community and educational resources for themselves and their children, learning about the high school and college application processes and career assistance as main concerns in becoming more effective advocates for their children's success. Therefore, our targeted parental involvement activities help to address these concerns and build parents' capacities to help them become more effectively involved in their children's education. Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

## **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.

Our school's middle school ELL program is supplemented by our participation in the Long-Term ELL Academic Intervention Grant written in collaboration with MS 223.

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ellen R. Flanagan	Principal		10/30/13
Binta Hinson	Assistant Principal		10/30/13
Taneesha Crawford	Parent Coordinator		10/30/13
Yuk Fung Lam	ESL Teacher		10/30/13
Elda Ortiz	Parent		10/30/13
Marlene Sanchez/ Spanish	Teacher/Subject Area		10/30/13
Margaret Reveron/ Speical Ed.	Teacher/Subject Area		10/30/13
Pam Abramson/ ELA	Coach		10/30/13
Margaret Dawson/ Math	Coach		10/30/13
Scott Galassi	Guidance Counselor		10/30/13
Christina Jimenez	Network Leader		10/30/13
Karen D. Davis	Other <u>Related Services</u>		10/30/13
	Other _____		
	Other _____		
	Other _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **07X221** School Name: **South Bronx Preparatory**

Cluster: **04** Network: **406**

**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**

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

We extrapolate data from the Home Language Identification Survey (HLIS) in terms of preferred written and oral language notifications of parents. In addition, we also use different data sources from ATS that would capture the written translation and oral interpretation needs of the ELL families.

The predominant home language for our ELL population is Spanish, with 44 ELL families speaking Spanish at home. We also have one Wolof-speaking ELL family. Within the school staff, we have the capacity to translate and interpret both written and oral forms of communication in Spanish, French and Arabic. For the ELLs whose home languages is low-incident languages, we will utilize translation services from the Department of Education Office of Translation and Interpretation Services.

Staff Member:	Language Translation and Interpretation Services
Marlene Sanchez	Spanish, written and oral
Margaret Reveron	Spanish, written and oral
Chaouiki Hadjahmed	French, Arabic, written and oral

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.

At South Bronx Preparatory, we conduct a general orientation for parents of ELLs and during that meeting we administer a survey that captures the written translation and oral interpretation needs. After analyzing the results of the survey, we found that the majority of our oral and written translation and interpretation needs can be handled by our current staff. We report the oral and written translation and interpretation findings to our school staff through our communication methods of a morning memo board, weekly memo from the principal, written and emailed memos, grade team meetings, individual teacher meetings and Parent Teacher Association meetings (PTA).

## **Part B: Strategies and Activities**

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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.

At South Bronx Preparatory, all written translation services in Spanish, French and Arabic are provided in-house by our school staff or parent volunteers to meet the identified ELL parent needs indicated in Part A. Additionally, we provide our ELL parents with a translated Bill of Parents Rights and Responsibilities during ELL Parent Orientations. Every Wednesday we meet as a faculty and plan around instructional goals as well as community/parent concerns that revolve around our students. We then break into departments and grade levels that specifically address student/parent needs that would bridge communication between school and home. In this way, we follow this protocol to ensure timely provision of adequate communication with parents, specifically our parents of ELLs.

Please note that South Bronx Preparatory often reaches out to community-based organizations for additional support. For languages, such as Wolof and other low-incident languages, we reach out to the outside vendor, Translation and Interpretation Unit, for services.

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.

At South Bronx Preparatory, all oral interpretation services in Spanish, French and Arabic are provided in-house by our school staff or parent volunteers to meet the identified needs indicated in Part A. Every Wednesday we meet as a faculty and plan around instructional goals as well as community/parent concerns that revolve around our students. We then break into departments and grade levels that specifically address student/parent needs that would bridge oral communication between school and home. In this way, we follow this protocol to ensure timely provision of adequate, interpreted oral communication with parents, specifically our parents of ELLs.

Please note that South Bronx Preparatory often reaches out to community-based organizations for additional oral interpretation support. For languages, such as Dutch, Fulani, and other low-incident languages, we reach out to the outside vendor, Translation and Interpretation Unit, for oral interpretation services.

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>.

South Bronx Preparatory school community ensures that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As such, the majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend/companion or relative for translation and interpretation services. We allow family members or students over the age of 18 to serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed.

In addition, our Parent Coordinator, Taneesha Crawford, ensures that there are prominent signage (e.g. interpretation notice signs) that are posted in a conspicuous location at or near the primary entrance to the school covering major languages and indicating the availability of translation and interpretation services. Our school's Assistant Principals, Binta Hinson and Victoria Orsi, provide safety plan procedures of the school to parents of ELLs through meetings with parents, using the translation and interpretation services inside or outside of our school, if needed.