



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

11X418

School Name:

BRONX HIGH SCHOOL FOR THE VISUAL ARTS

Principal:

GWENDOLYN JONES

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: Bronx High School for the Visual Arts School Number (DBN): 11X418
School Level: Comprehensive Grades Served: 9 - 12
School Address: 2040 Antin Place Bronx, NY 10462
Phone Number: 718-319-5160 Fax: 718-319-5165
School Contact Person: Sharees Hatchett Email Address: shatchett@schools.nyc.gov
Principal: Gwendolyn Jones
UFT Chapter Leader: Janette Madera
Parents' Association President: Earline Brown
SLT Chairperson: _____
Ashley Edwards
Jordiel Hidalgo
Georgios Mouchoulantis
Student Representative(s): Alondra Diaz

District Information

District: 11 Superintendent: Carron Staple
1 Fordham Plaza, Room 841
Superintendent's Office Address: Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gwendolyn Jones	*Principal or Designee	
Janette Madera	*UFT Chapter Leader or Designee	
Earline Brown	*PA/PTA President or Designated Co-President	
David Gomez	DC 37 Representative, if applicable	
Tyeisha Mayfield Regina Brown Keona Barnes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
The Leadership Project	CBO Representative, if applicable	
Kelly Padilla	Member/ Parent	
Carol Barnes	Member/ Parent	
Katherine Reyes	Member/ Parent	
Carroll Hamilton	Member/Parent	
Damaris Stevenson	Member/Parent	
	Member/	

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

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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

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

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

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Blended Learning Activities • Course-credit deficit • Standardized test-score deficit • Standardized test score for extension • Total credits earned 	<ul style="list-style-type: none"> • After school and lunch tutoring • resource/SETTS and inclusion classes during the day • Off-track, credit-bearing classes both during and after the school day • Differentiated Instruction • Units planned using Universal Design for Learning • Project-based Learning 	<ul style="list-style-type: none"> • Small-group Instruction • One-to-one tutoring • Credit-accumulation classes • Regents/SAT-Prep classes 	<ul style="list-style-type: none"> • During school • After school, Monday-Thursday and Saturdays
Mathematics	<ul style="list-style-type: none"> • Blended Learning Activities • Course-credit deficit • Standardized test-score deficit • Standardized test score for extension • Total credits earned 	<ul style="list-style-type: none"> • After school and lunch tutoring • resource/SETTS and inclusion classes during the day • Off-track, credit-bearing classes both during and after the school day • Differentiated Instruction • Units planned using Universal Design for Learning • Project-based Learning 	<ul style="list-style-type: none"> • Small-group Instruction • One-to-one tutoring • Credit-accumulation classes • Regents/SAT-Prep classes 	<ul style="list-style-type: none"> • During school • After school, Monday-Thursday and Saturdays

Science	<ul style="list-style-type: none"> • Blended Learning Activities • Course-credit deficit • Lab-credit deficit • Standardized test-score deficit • Standardized test score for extension • Total credits earned 	<ul style="list-style-type: none"> • After school and lunch tutoring • resource/SETTS and inclusion classes during the day • Off-track, credit-bearing classes both during and after the school day • Differentiated Instruction • Units planned using Universal Design for Learning • Project-based Learning 	<ul style="list-style-type: none"> • Small-group Instruction • One-to-one tutoring • Credit-accumulation classes • Regents/SAT-Prep classes 	<ul style="list-style-type: none"> • During school • After school, Monday-Thursday and Saturdays
Social Studies	<ul style="list-style-type: none"> • Blended Learning Activities • Course credit deficit • Standardized test score deficit • Standardized test score for extension • Total credits earned 	<ul style="list-style-type: none"> • After school and lunch tutoring • resource/SETTS and inclusion classes during the day • Off-track, credit-bearing classes both during and after the school day • Differentiated Instruction • Units planned using Universal Design for Learning • Project-based Learning 	<ul style="list-style-type: none"> • Small-group Instruction • One-to-one tutoring • Credit-accumulation classes • Regents/SAT-Prep classes 	<ul style="list-style-type: none"> • During school • After school, Monday-Thursday and Saturdays
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	<ul style="list-style-type: none"> • At-risk Counseling • Guidance counselor, school psychologist, social worker referrals • Identified by specific data sources • Requested by parent or student 	<ul style="list-style-type: none"> • Individual and small group counseling, advisories, and restorative circles. • Peer Mentoring 	<ul style="list-style-type: none"> • Small group and one-to-one counseling. • Peer Groups 	<ul style="list-style-type: none"> • During school • After school, Monday-Thursday

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

As data reflects the need to improve student achievement in social studies and mathematics, 10% of students within the target population will pass a Regents examination in either social studies or mathematics by June 2015.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Students who:

- Scored a level 1 or 2 on mathematics and ELA on middle school assessments.
- Are deficient in credits, particularly in the core courses.
- Have failed one or more Regents examinations, particularly in mathematics and/or social studies.

Other than the Achieve3000 portion of ELT, all students are invited to participate.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- Based on the data analysis of the students who will be participating in ELT, we know that students need increased support with developing literacy skills to enhance performance in all content areas. As such, we will utilize activities that promote the use of specific reading strategies that improve comprehension and analysis, as well as group/class discussion activities that lead to writing products. All writing activities are specifically supported by pre-writing activities, including the use of graphic organizers and templates to collect, organize, and construct written responses. Essential to the discussions will be an open-ended, higher-order question that allows students to take positions and debate ideas while identifying specific claims and counterclaims from complex texts. Moreover, students will utilize technology to enhance

literacy and problem-solving skills. For example, students will use Achieve3000 to improve literacy across the content areas and use computer labs and laptop carts to research topics and write argumentative and college essays. Since all students are encouraged to attend, teachers offer tutoring sessions in the four content areas, so that students can receive targeted academic support that will improve outcomes and increase credit accumulation. Moreover, partnerships with CBO's such as The Leadership Program and Sports & Arts in Schools Foundation allow students to participate in extracurricular programs such as cheerleading, crocheting, arts & crafts, college & career readiness, and chorus (music). Such programs not only enhance children on a holistic level; they also serve as incentives for students to regularly attend school. In order to sustain these programs, all teachers will be certified in the content area of instruction they are providing and partnered with a CBO member.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

With the exception of the Achieve3000 piece, the ELT program is voluntary. Administration makes regular announcements to advertise the ELT program; classroom teachers also recommend students to the many programs, and we offer incentives such as educational trips and luncheons, to students who participate. Our most recent approach has been to host after school fairs where students can meet with CBO representatives and teachers to discuss the programs prior to joining them. In addition to student outreach, advertisements about program offering are included in various letters, e-mails via Skedula, and phone calls to parents and guardians.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
- Administration is responsible for overseeing the implementation of the program; Mr. Kanti Fields and Ms. Debra Logan meet with teachers and CBO partners: Lizette Polanco (Good Shepherd), Jasmine Sullivan (Sports & Arts), Jazmine Dugal (The Leadership Project, Maria Utevsy (Generation Ready), Nando Prothumme (Achieve 3000), regularly to discuss student progress and the programs' implementation plans.
- Principal Jones has created The School Design Team, a group of stakeholders which includes administration, teachers who represent each of the content areas—including the arts; CBO partners—who are responsible for coordinating and facilitating student extracurricular activities alongside school-based administration and faculty; and Generation Ready consultants—who are responsible for working with administration and teachers to create and facilitate professional development opportunities. This group meets to discuss school-wide issues, such as attendance, professional development, and the ELT program's implementation plan and students' progress.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- Necessary resources to implement the ELT program:
- **Licensed teachers:** 35 weeks/6 days a week/10 teachers/1 counselor/18 hours a week
 - **CBO partners**
 - **Administrators to oversee after school programs:** 4 administrators/35 weeks/6 days a week/18 hours a week
 - **Computer laboratories and lap top carts**
 - **Item analyses of Regents exams in the four content areas in order to design learning plans for students receiving tutoring services and Achieve3000:** Site license includes 250 student licenses, LevelSet assessments, and on-site and on-line training.

Part 3c. Timeline for implementation and completion, including start and end dates.

The ELT program began in September 2014 and will end in June 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
X	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

SHAREES

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015, 5% of the target population students will have earned a credit in each of the four major content areas as measured by the fall semester scholarship report.

Part 5b. Complete in **February 2015.**

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

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to recruit teachers, we attend hiring fairs and work with our Network to hire professionals with proven track records of success as per Regents and scholarship reports. Our retention rate is over 95%, and we proudly maintain this percentage by providing teachers with one-on-one coaching from teacher leaders, administrators, Generation Ready consultants, and Network 603 coaches. Moreover, we offer a differentiated professional development model that caters to seasoned and successful teachers, as well as novice teachers who are in the early stages of developing their craft. We also provide our teachers with daily co-planning periods so that they can conduct inquiry work, create and revise unit plans, and share best practices. These co-planning meetings are mostly by department but also allow for grade-level collaboration.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The principal's School Design Team meets monthly to discuss the professional development plan. During these meetings, a representative teacher from each of the content areas provides information about the types of supports teachers need in order to enhance their performance as pedagogues. The team, with the help of Generation Ready and Network coaches, design staff development workshops that satisfy these needs. The group then debriefs to discuss the efficacy of the workshop and make revisions for future sessions. The workshops focus on *The Danielson Framework*, particularly domains 1 and 3, as well as strategies to improve literacy across the content areas and acquire academic vocabulary. Teacher leaders are experienced with records of proven results as per Regents exams and scholarship reports. Generation Ready and Network 603 coaches work with administration and teacher leaders to provide targeted one-on-one coaching to teachers who need and request support with co-planning. Teachers regularly engage in lesson studies, where they discuss a teacher's plan and give feedback on how to enhance its alignment to the CCSS and opportunities for multiple entry points. Teachers also examine student work using the Tuning Protocol in order to assess whether student outcomes are improving as a result of the teacher development coaching and workshops.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	322,590	X	12
Title I School Improvement 1003(a)	Federal	1,252,500	X	12
Title I Priority and Focus School Improvement Funds	Federal	77,303	X	12
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,788,088	X	12

¹Explanation/Background:

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

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

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

- 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.

²The **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.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 418
School Name Bronx High School for the Visual Arts		

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 Gwendolyn Jones	Assistant Principal Debra Logan
Coach type here	Coach type here
ESL Teacher Rachel Michel	Guidance Counselor Keisha Morris, Erika Smith
Teacher/Subject Area Irene Lappin	Parent type here
Teacher/Subject Area type here	Parent Coordinator Daphne Stokes
Related Service Provider Henry Wright	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	25	ELLs as share of total student population (%)	4.84%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	14

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	4			6		1	15	1	12	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	4	0	0	6	0	1	15	1	12	25
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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	4	2	4	17
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic										2	1			3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1	2			3
TOTAL	0	12	7	2	4	25								

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)										1	0			1
Intermediate(I)										2				2
Advanced (A)										0				0
Total	0	3	0	0	0	3								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		2	
Integrated Algebra	11		4	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	12		4	
Physics				
Global History and Geography	13		4	
US History and Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the results of the annual NYSESLAT Exam and ELL Predictive Acuity exams in both the Fall and Spring to assess the literacy skills of our ELLs. Data indicates that students need substantial support in reading and writing. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and Predictive Acuity exams.

Students need support in fine-tuning their reading comprehension skills and organizing their essays. Instructional strategies need to focus more on developing reading and writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data is consistent on both the NYSESLAT and LAB-R exams with respect to scores on the four modalities of listening, speaking, reading and writing. Students need substantial support in reading and writing. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and LAB-R exams. This is also consistent with students taking both exams at various grade levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The state did not disseminate the information necessary to report findings for this question.
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 a) Students are not doing well on state mandated exams because of their deficient reading and writing skills. This is consistent with all grade levels in our schools. There is little data at our school to support how students are doing in exams in their native language.
- b) School leaders and teachers are using the results of ELL Periodic Assessments as a benchmark and overall diagnosis of student skill levels. The results are used to design instruction and devise appropriate instructional strategies for individual students.
- c.) Periodic Assessments indicate that students need substantial work in reading and writing skills. Students' native languages are not used in these particular assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The development of a student's second language is fostered throughout instruction in a myriad of ways. There is a primary focus on literacy and vocabulary across the content areas. For example, pre-reading activities are used to activate prior knowledge and clarify or teach difficult or new vocabulary terms. Since all content is learned through language, the ESL teacher previews the predominant language features among students' various content areas. Any language structures or vocabulary that may be confusing or difficult for ELLs are noted and the appropriate scaffolding and supplementary materials are constructed by the ESL teacher. For long term ELLs, there are supports and supplements in place to bolster academic language, study skills, and metacognitive awareness.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL Program is based on how our individual students advance to proficient levels of English. Based on annual NYSESLAT testing and ELL periodic assessments we can accurately evaluate how our students acquire the four components of learning English such as speaking, reading, writing, and listening. Beyond the high-stakes exams and universal diagnostic measures, the ESL Coordinator uses classroom assessments both formal and informal to measure the overall success of the ELL program. Student progress and performance, across the board, informs the success of their ELL instruction. The AMAO Estimator tool was used last year to calculate and track student progress. This tool was beneficial in evaluating the success of our programs and instruction.

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](#).)
The first step taken in the ELL identification process is the administration and evaluation of the Home Language Identification Survey. A certified pedagogue, the ESL Coordinator, Rachel Michel, furnishes the student with a Home Language Survey which is filled out by the student's parent/guardian, at school and returned to the school for evaluation. The survey asks parents/guardians to indicate the student's native language, along with how often and in which contexts the native language is used. Based upon the number of "other" boxes that are checked, the ESL Coordinator determines whether or not to conduct an informal oral interview with the student and parents/guardian. Accommodations for translations are made whenever necessary, by bringing in another certified pedagogue who speaks the native language, or by bringing in an outside translator. Based upon the information gleaned from both the HLIS and the oral interview, the ESL Coordinator then decides if she will administer the LAB-R. If the information suggests that the student needs to be tested, within ten days the ESL Coordinator administers the LAB-R, which Spanish speaking students have the option of taking in their native language. The ESL Coordinator grades the LAB-R and uses the hand score to determine whether or not the student is eligible for ESL services. Each Spring, the NYSESLAT exam is administered to evaluate ELL's proficiency levels. The ESL coordinator uses this data each year to place ELL students in appropriate ELL classes and to inform instruction. Student programs are reviewed upon receiving the NYSESLAT results and program changes are made where necessary to permit the students to receive the most appropriate level of service.
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.
At the start of the academic year, our school hosts a Curriculum Night open to all parents and students, along with a special Back to School Event which is orchestrated by the ESL Coordinator, specifically to provide an orientation to all ESL parents and students. We also conduct parent-teacher conferences throughout the school year, providing parents with the ongoing opportunity to stay connected with the school. Each of these structures are in place to ensure that parents understand all three program choices that are afforded to their children, although the parent orientation early in the school year is the targeted event aimed to notify parents of their choices. If parents who haven't completed the Parent Survey/Program Selection fail to attend any of the scheduled events, the ESL Coordinator and Parent Coordinator reach out to these parents through phone calls and mailings. In doing so, we attempt to notify parents of their rights in selecting the program that best suits the needs of their child. Should any of these parents visit the school for any other reason, we will also use this opportunity to discuss and complete these documents with the parent. During these events, the ESL Coordinator distributes the informational pamphlets provided by the DOE and shows parents the video provided by the DOE website, which explains the three program choices to the parent in their native language. A discussion between the parent and the ESL coordinator follows the viewing of the video, in which the parents are informed about the ESL program that is offered at our school. The parents and ESL coordinator discuss which setting would be most appropriate for the student and make a decision on how to proceed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The school Parent Coordinator handles all correspondence with respect to entitlement letters and surveys. Entitlement letters are mailed to all parents and the Parent Coordinator follows up to make sure the parents submitted the Parent Survey and the program selection form, through contacting parents via phone calls or reminding them whenever they are in the school building. All returned forms are given to the ESL Coordinator to be filed in student records.

4) Once the orientation and necessary translation accommodations have taken place, the parent chooses the best program for their child. The program selection made by the parent, determines the ESL programming for each student. In addition to honoring parent choice, students are placed in appropriate ESL classes based on their NYSESLAT scores. When NYSESLAT data is not available, then student's LAB-R scores are used to determine the appropriate level of programming.

5) Nine parents expressed interest in Freestanding ESL and five parents expressed interest in Bilingual programs. After completing the Parent Survey and Program Selection form, parents are informed of the choice in ELL program offered at this school or informed about and guided to other schools with the programs of their choice. Freestanding ESL is the program choice currently available at our school.

6) In reviewing the trends in parent requests, the majority of program selections show that parents tend to prefer their children to

be placed in the Freestanding ESL program. Therefore, the model offered at our school does align with the majority of parent requests. For those parents who expressed interest in Bilingual programming, we haven't been able to accommodate those requests as of yet since we have such a low number of parents that are interested in this program. The ESL Coordinator has informed these parents of the options afforded to them in accessing the program of their interest outside of our school, along with expressing to parents that we are consistently monitoring the numbers in program choices. Should the current number of five parents interested in programs that aren't currently in place at our school, raise to fifteen and those students share the same native language and lie within two consecutive grade levels, we will instill a Bilingual program. The ESL Coordinator routinely monitors the program choices to see if there are any change in the numbers; should enough parents express interest, she will then contact those parents to explain that there is now a sufficient number of students to create the program and ask if they are still interested in placing their children in this model.

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.

Once the orientation and necessary translation accommodations have taken place, the parent chooses the best program for their child. The program selection made by the parent, determines the ESL programming for each student. In addition to honoring parent choice, students are placed in appropriate ESL classes based on their NYSESLAT scores. When NYSESLAT data is not available, then student's LAB-R scores are used to determine the appropriate level of programming.

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.

The ESL coordinator serves as the testing coordinator for the NYSESLAT. A testing schedule is designed and a meeting is held/letters sent home to acquaint both parents and students with the testing process and emphasize its significance. The parent coordinator makes phone calls when necessary, to students who tend to be truant. When students are removed from the school for security or medical reasons, the ESL coordinator travels to the alternate location to ensure that the student is tested.

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. 

Nine parents expressed interest in Freestanding ESL and five parents expressed interest in Bilingual programs. After completing the Parent Survey and Program Selection form, parents are informed of the choice in ELL program offered at this school or informed about and guided to other schools with the programs of their choice. Freestanding ESL is the program choice currently available at our school. In reviewing the trends in parent requests, the majority of program selections show that parents tend to prefer their children to be placed in the Freestanding ESL program. Therefore, the model offered at our school does align with the majority of parent requests. For those parents who expressed interest in Bilingual programming, we haven't been able to accommodate those requests as of yet since we have such a low number of parents that are interested in this program. The ESL Coordinator has informed these parents of the options afforded to them in accessing the program of their interest outside of our school, along with expressing to parents that we are consistently monitoring the numbers in program choices. Should the current number of five parents interested in programs that aren't currently in place at our school, raise to fifteen and those students share the same native language and lie within two consecutive grade levels, we will instill a Bilingual program. The ESL Coordinator routinely monitors the program choices to see if there are any change in the numbers; should enough parents express interest, she will then contact those parents to explain that there is now a sufficient number of students to create the program and ask if they are still interested in placing their children in this model.

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])?

Instruction is delivered through a focus on literacy which is carried out in a variety of ways. The ESL teacher uses materials that are modified for ELLs (e.g. high interest-low level reading, graphic organizers, guided reading...) and adapts/modifies the materials used by ELA teachers to increase comprehensibility for ELLs.

- a. Our school implements three models: Push-in, Pull-out, and Self-contained. During Push-in classes, the ESL instructor works with ELLs throughout the content instruction in collaboration with the regular ELA teachers to provide language acquisition and vocabulary support, while retaining content instruction time. In our Pull-out class, students from varying proficiencies are pulled from a self-contained special-ed classroom. The ESL teachers plans instruction to align with the curriculum of the literacy class from which these students are pulled, concentrating on scaffolding reading strategies and writing skills and building vocabulary. This smaller, personalized model allows the ESL teacher to work closely with each of these students, focussing on/catering to their learning styles and needs. During Self-contained classes, the ESL teacher collaborates with other staff members throughout the content areas, especially humanities, in order to align instruction with the various objectives and skills needed in each class. The ESL teacher than plans instruction accordingly, embedding various skills and objectives into lessons/units while putting an emphasis on the language component. There is a focus on learning language through content in the self-contained classes, fostering reading and vocabulary strategies/comprehension, along with developing communication and critical thinking skills.
- b. There is Heterogeneous grouping in each class with a variety of grade and ability levels.

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)?

Our staff is orgaized in a way that faciliates the most efficient programming of ELLs. Aside from the ESL Coordinator, all APs and Guidance Councelors are aware of the mandates for each proficiency level. This way any staff member holding a position that has any bearing on scheduling, is aware and compliant of the mandated minutes for each ELL. The mandated number of minutes is ensured through organizing the ESL teacher's program efficiently and appropriately, servicing all ELLs as their mandates deem necessary.

- a. As per CR Part 154, students are appropriately scheduled for mandated ELL instructional minutes based on the NYSESLAT and LAB-R results. Beginner level students receive 540 minutes of ELL instruction weekly. Intermediate level students receive 360 minutes of weekly ELL instruction. Advanced level students receive 180 minutes of ELL instruction weekly. Advanced level students are also programmed to receive 180 minutes of ELA instruction weekly.

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.

In order to meet the demands dictated by the six instructional shifts as per the CCLS, we have redirected our focus and implemented new learning goals. We are working with more informational texts, familiarizing students with their formatting and language, and teaching how to interact with these texts. Some of the new areas of focus in this regard include: metacognitive awareness and questioning of the text/reading with a purpose, annotating a text, and development of academic language.

In the push-in model of instruction, the ESL instructor works directly with the ELA instructor to make content comprehensible. The ESL teacher modifies and differentiates instruction to make it comprehensible to the ELL students. Content material is scaffolded to make it comprehensible to the ELL student. In the pull-out model, the ESL instructor collaborates closely with the ELA teachers to ensure that lessons and curriculum are closely aligned. In both models of instruction, the ESL teacher and ELA instructors make sure their reading, writing, speaking, and listening materials are either the same or modified versions of what is being taught in the regular ELA classes. In Self-contained models, language is learned through various content areas. The use of collaborative planning and thematic units marries the language and content areas in an authentic and balanced approach. In all three models, instruction is delivered in English and both language and content area development are enriched through the use of visual aids, smart boards, hands-on experiments, glossaries and small group or cooperative work in both target and native languages.

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

When ELLs are tested in their native language, we ensure that they are appropriately evaluated by a trained pedagogue who is fluent in that language. So far, the only native language used for testing has been Spanish. Students who share their native language (Spanish), work together in small groups, the ESL teacher is proficient in Spanish and monitors the content of their conversation to ensure that they are on task.

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

The ESL teacher designs a curriculum that is balanced among the four modalities of English acquisition. She creates performance tasks that are aligned with the CCLS but tiered according to proficiency level, for each of the four modalities. Both summative and informal assessments are used in this evaluation process.

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).

Differentiation takes place in a variety of ways and is dependent upon the needs and abilities of each ELL.

a. SIFE students are interviewed by the ESL Coordinator to determine their educational background and asked about their experiences outside of the formal classroom. The ESL instructor orally interviews SIFE students to ascertain their oral language skills. In addition, the ESL teacher has SIFE students submit a writing sample for the purposes of determining their writing ability. The ESL instructor works very closely with regular ELA instructors to follow up on the progress of SIFE students. SIFE students are programmed according to both the results of their respective NYSESLAT and LAB-R scores. Due to the nature of a SIFE background, often times there is a focus on penmanship, appropriate classroom behavior, and basic grammar/mechanics. The IEP and individual performance of each SIFE student are the primary influences in what drives differentiated instruction for this subgroup.

b. Students with less than three years in US schools receive ongoing language development and support. Beginning students receive 540 instructional minutes of language development scheduled into their daily program. Beyond this, all newcomers are scheduled for after-school tutoring with the ESL teacher, where they are able to receive individualized instruction and assistance. They learn basic English "Survival skills" and progress towards understanding the skills required to comprehend academic English. The concentration lies on grammar essentials and vocabulary. There is a great deal of modeling, consistent comprehension checks, and use of visual aids with these students. Beginning ELLs are also taught how to prepare for state mandated exams, through familiarizing them with test formatting, and teaching them universal test-taking strategies (context clues, eliminate answers on multiple choice questions, note-taking skills).

c. ELLs with 4 to 6 years of service continue to receive modified instruction and consistent vocabulary development/support. They learn appropriate study skills, and continue to work on fine-tuning their reading, writing, listening and speaking skills. There is a focus on developing metacognitive awareness in these students, so that they may become active participants in their own learning processes. We attempt to develop these students' awareness of what their strengths and weaknesses are so that they may better manage their study time. In addition, we focus on self-correcting during the writing process so that students become aware of typical errors. We provide students with a variety of strategies in terms of vocabulary/reading comprehension, listening/notetaking skills...and guide them in discovering which process works best according to their particular learning styles.

d. Long-Term ELLs are encouraged to transition out of the ELL program through on-going support and modified instruction. They are given more challenging and higher level assignments that help them improve their listening, speaking, reading, and writing skills. The common deficit among these students seems to be the acquisition of CALP. Therefore, the concentration lies in developing content-specific and academic language. At this point, much of the language support is delivered through a content-based approach.

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?

Students With Special Needs are given appropriate instructional material and instruction based on their skill and ability levels. Instructional modifications and accommodations are based on the mandates listed in their IEPs. Special Needs students' are scheduled for ELL instruction based on the results of either the NYSESLAT, LAB-R or alternative assessments. The mandates on the IEP drive the

content, materials and instruction for these students. There are a myriad of online resources that are implemented in these settings that allow instructors to deliver academic content and develop/enrich language in ways that are appropriate for the grade/age level. These resources involve all four modalities and also facilitate critical thinking, (e.g. adapted newspaper/journal articles with reading comprehension, listening passages with comprehension questions, grammar/spelling games and activities...)

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

Our school implements the least restrictive environment whenever possible, as we aim to schedule ELL-SWDs within a mainstream setting. These students are scheduled with general education students throughout their content area classes. Their needs are met through necessary accommodations, modifications, and differentiation made by all educators who are present in the classroom, depending on what the IEP calls for. The few students who are in a self-contained, block special-ed program, receive their ESL services in a pull-out model so that they may interact with different students/teacher, within a different setting.

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

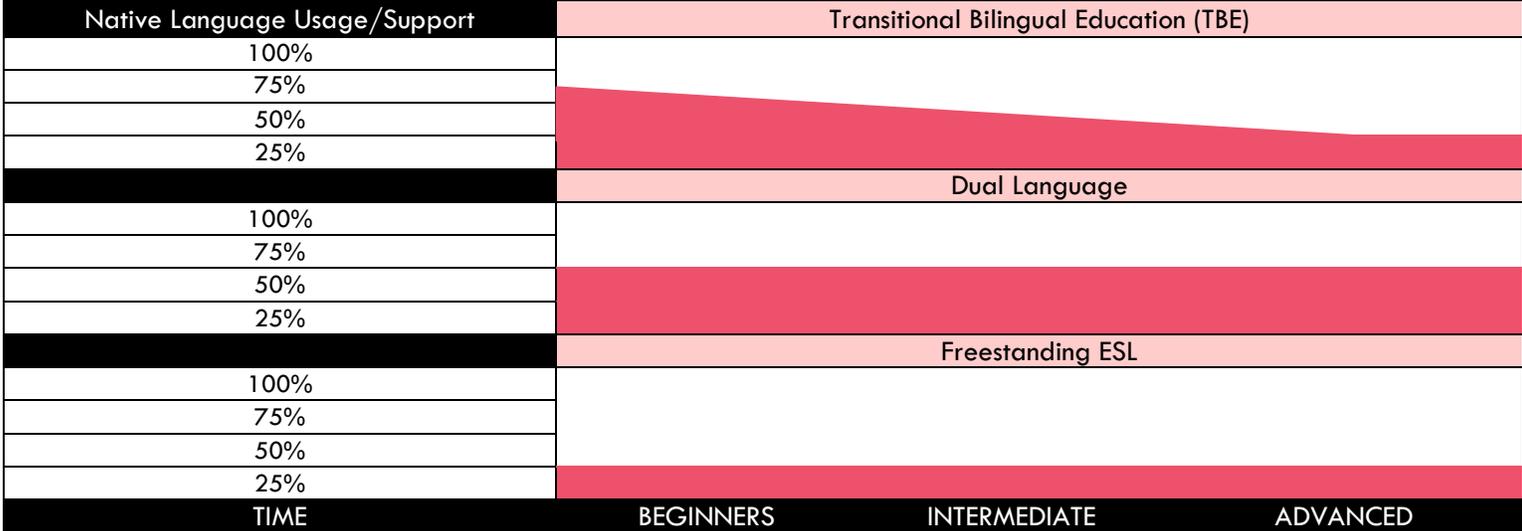
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs including newcomers, those with 4-6 years of instruction and long-term ELLs receive after-school tutoring in ELA, math, physical science, Chemistry and Physics. They also receive after-school tutoring in both US History, US Government, and Global History. These content area teachers along with the ESL instructor are available after-school to assist ELLs in obtaining extra-help in the above mentioned content areas. The course material in these courses is offered in English. The after-school tutoring programs are offered three days a week for 45 minutes on Tuesdays, Wednesdays, and Thursdays. In addition, there is a credit recovery program in which ELL students have the opportunity to make up missed credits in ELA, math, Social Sciences, and science classes. These credit recovery courses are offered in English. Within each of these programs, the use of manipulatives, small-group work, native-language glossaries, and visual aids are all utilized in order to make the content and language more comprehensible for ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- According to the results rendered from the AMAO Estimator tool, our current program seems to be quite effective in meeting the needs of our ELLs in both content and language development. The ELL population at our school has exhibited record progress on the NYSESLAT and in credit accumulation in the past 2 years. The collaborative work that exists between the ESL coordinator and the content area teachers, informs the tailored instruction delivered to the ELL population. The discreet model has proved to be very efficient in delivering this type of tailored and focused instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently investigating web-based learning modules and communities that our ELL population can participate in. We would like to see them engaged in a program that fosters learning of both language and content, while giving them an opportunity to be members of a global community. We expect that a program of this nature would aid in raising their awareness of global concerns, allow them to engage with a diverse community of peers, and simultaneously bolster their technological and communicative skills.
12. What programs/services for ELLs will be discontinued and why?
- We haven't decided to discontinue any programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to all school programs including the numerous art internships offered at our school and other curricular programs that prepare them for state mandated examinations. ELL students participate in after school programs such as credit recovery programs to make up lost credits. There are extra curricular activities at our school such as talent shows, dance, martial arts, cooking and additional art programs. All ELLs and students at our school are encouraged to participate in these extra-curricular activities. For example, the goal and rationale of the dance program is for students to become exposed to another art form and develop certain talents. Students also realize that they have another outlet for engaging in a fun filled after-school activity, with students and teachers that they don't normally engage with throughout their scheduled day. These programs are aimed at establishing a school-based community that integrates all students and teachers.
14. In our Push-in, Pull-out, and Freestanding ESL Models of instruction, our ELL students who share the same native language are given the opportunity to work in pairs/small groups. We also provide books, glossaries/dictionaries, and technological resources in various languages to support the native language of our ELLs. The ESL teacher devotes instructional time to familiarizing students with how to use these resources, especially the native language glossaries. Whenever applicable, the ESL teacher draws upon similarities that can be seen between students' target and native languages (e.g. recognizing cognates). In addition, the ESL teacher includes each represented heritage/culture of her students through thematic units, projects, and research; this fosters native language support, cultural awareness, and parental involvement. In some cases there may be bilingual paraprofessionals to assist the needs of our ELL-SWDs.
15. All available services and resources are appropriate for the grade level and age of our ELL students.
16. Before the beginning of the school year, students are placed in appropriate courses based on either their NYSESLAT scores and/or results of the LAB-R. Students then meet with both the Guidance Counselor and ELL coordinator to determine the most suitable program based on their mandates, needs and the requirements for school graduation.
14. Spanish is the language offered at our school. Other language electives include the Wilson program and Literacy Enrichment.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students at the newcomer, 4-6 year level and long-term ELLs have equal access to technology in our school including the use of a MAC Lab and laptop PCs. They use the internet in various classes for the purposes of conducting research on a variety of topics in

ELA, Social Science, Art, and Science classes. Students have access to certain educational software for the purposes of enriching their language skills. Some of this software is available in Spanish. In addition, many teachers use overhead projectors, powerpoint presentations, informational videos, and smart-boards for the purpose of presenting content material instruction. All students are able to access and track information from each of their classes through Pupil Path. This program allows students, teachers and parents to communicate easily with each other. In addition, it keeps a running record of student progress, previous assignments, attendance, and grades. Our school also provides all students, teachers, and parents with access to BrainPop. This is a supplementary learning tool that helps our ELLs to comprehend both language and content through visual aids.

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

In our Push-in, Pull-out, and Freestanding ESL Models of instruction, our ELL students who share the same native language are given the opportunity to work in pairs/small groups. We also provide books, glossaries/dictionaries, and technological resources in various languages to support the native language our ELLs. The ESL teacher devotes instructional time to familiarizing students with how to use these resources, especially the native language glossaries. Whenever applicable, the ESL teacher draws upon similarities that can be seen between students' target and native languages (e.g. recognizing cognates). In addition, the ESL teacher includes each represented heritage/culture of her students through thematic units, projects, and research; this fosters native language support, cultural awareness, and parental involvement. In some cases there may be bilingual paraprofessionals to assist the needs of our ELL-SWDs.

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

All ELLs work with resources and receive support that is aligned to their ages and levels. Content and language that ELLs must work with is driven by the CCLS and therefore, ensures that they are receiving the appropriate level of work for their age and grade. The ESL teacher makes the support and resources accessible to ELLs in terms of their proficiency levels, through adapting materials, designing scaffolds, and creating assessments to monitor comprehension.

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.

Before the beginning of the school year, students are placed in appropriate courses based on either their NYSESLAT scores and/or results of the LAB-R. Students then meet with both the Guidance Counselor and ELL coordinator to determine the most suitable program based on their mandates, needs and the requirements for school graduation. Some of the activities our ELLs take part in include: Bridge summer program, New/Transfer Student Orientation, and Town-Hall or Class meetings. Newly enrolled students who arrive throughout the year are generally paired with an upper-classman who serves as their "buddy". This student helps to get the new arrival acquainted with the school. The ESL Coordinator also gives these students a personalized tour of the school and orientation of standing programs and clubs, along with upcoming activities and trips that the school may be offering at the time.

18. What language electives are offered to ELLs?

Our school offers Spanish as a language elective. This instruction is delivered in two ways:

- 1) Traditional classes taught by certified teacher
- 2) i-learn (web-based learning module that is tracked by pedagogue)

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)?

Paste response to questions here:

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. The ESL Coordinator/teacher attends a myriad of professional development workshops and seminars held by the NYCDOE/Office of English Language Learners. The selected events are discussed and agreed upon between the ESL Coordinator and the Principal, based upon the needs of the ESL community, the curriculum/standards, and compliance ordinance. Some of the trainings our ESL Coordinator has attended include: Understanding Title III AMAOs: Accountability for ELLs, Title III Funding, LAP seminar: CFN 603, BESIS Technical Assistance, LAP workshop, ELL Annual Literacy conference, Serving ELLs/SWDs, Brain Research-Keeping ELLs in Mind.

2. As the shifts in the CCLS are rather recent, there hasn't been much PD offered specifically for teachers of ELLs. Any webinars or materials that the Network has disseminated have been used to assist the ESL coordinator in supporting ELLs in regards to the CCLS.

3. The ELL Coordinator distributes data including NYSESLAT scores and the results of state mandated exams to school staff for the purposes of promoting best practices of instruction.. The exam score data is data including prior scores and various state mandated exams including those assessments given at both the elementary and middle school levels. The ELL instructor facilitates a discussion around the scores and the areas that need to be improved such as reading and writing skills. The ELL instructor discusses how mainstream teachers can assist our struggling ELLs by making content material more comprehensible through modifying instruction for our ELLs.

4. The ESL instructor has attended various professional Development workshops sponsored by the Office of English Language Learners. When the ELL instructor attends a workshop, the school secretary completes the necessary paperwork which is used to document workshop attendance. Additional school staff receive the necessary 7.5 mandated hours through a combination of attending professional development workshops both on and off-site as well as at monthly department meetings. During these monthly meetings, the ESL Coordinator turn-keys the information garnered from events attended, onto the rest of the staff. She is sure to relay the accountability measures to fellow staff members along with information to help the school's staff to understand and accomodate the needs of our ELLs.

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. There is a PTA and a Parent Coordinator at our school. Every effort is made to reach out to parents of ELLs to become involved in the PTA along with the additional events that we orchestrate to bring the school community together. At the start of the academic year, the ESL Coordinator held a Back to School Night for the parents of ELLs. The school also held a Curriculum Night, which was open to all parents and students. The Parent Coordinator and ESL Coordinator both continuously reach out to the ELL parents through phone calls and mailings, to generate and develop their involvement in their student's learning and school community.
 2. The school offers an outreach to parents during weekday evenings which consists of basic conversational ESL skills. Parents are invited to school events, open houses and art shows. Our school also works with a number of CBOs through two Grant Partnerships. Some of these CBOs offer a number of services, workshops, and opportunities for both ELL students and families. Some of these CBOs are: The Leadership Program, Good Shepherds, Generation Ready, Sports&Arts, The Leadership Academy.
 - 3.. Parents needs are evaluated at monthly PTA meetings through discussion with the Parent Coordinator and other members of the PTA. The Parent Coordinator distributes questionnaires at PTA meetings to solicit the basic concerns of those parents involved with the PTA. Results from a school-wide parent survey are also analyzed to evaluate the needs of parents.
 4. Parental involvement activities allow parents to get together in an informal way and discuss their needs. This process empowers parents to articulate their needs and permits the school to support them.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: BHSVA

School DBN: 11X418

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gwendolyn Jones	Principal		11/15/13
Debra Logan	Assistant Principal		11/15/13
Daphne Stokes	Parent Coordinator		11/15/13
Rachel Michel	ESL Teacher		11/15/13
	Parent		1/1/01
Irene Lappin	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Keisha Morris	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X418 School Name: BHSVA

Cluster: 6 Network: CFN603

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

Part A: Needs Assessment Findings

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

Our school uses the Home Language Identification Surveys, the blue Emergency Information Cards, and the RPAL reports on ATS to assess the language needs and preferences of all parents. We use the information rendered from these documents/reports to designate the appropriate language in which all correspondence is conducted with parents. We generate this information into a spread-sheet. This is a living document used to track and meet the LTI needs of our parents.

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.

Our findings of the written translation and oral interpretation needs of our school shows that a majority of the parents who are bilingual, chose to receive all correspondence in English. Those parents who are able to communicate in English seem to prefer that over their first language, as it is the language of communication used with their child at school. Many of our parents who don't speak English ask for written translation of all school mailings but don't request oral interpretation services, as they prefer to rely on their own personal interpreters. These findings were reported to the school community through the information gathered by both the Parent Coordinator and the ESL Coordinator.

Part B: Strategies and Activities

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

Our school uses the translation services provided by the Department of Education to translate both oral and written correspondence. When we need to translate mailings or documents, we submit whatever needs translating and specify the languages we need. The same protocol is followed when an oral interpreter is requested in a language that isn't represented within the building. Any requests for these services are submitted two weeks prior to when they are needed, in order to ensure the timely dissemination of information to parents.

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

Our school uses the translation services provided by the Department of Education when we need an oral interpretation in a language that isn't represented within the building. Any requests for these services are submitted two weeks prior to when they are needed, in order to ensure the timely dissemination of information to parents. We have many bilingual teachers/staff members who provide these services in Spanish, so we generally rely on in-house interpreters when a request is made by Spanish speaking parents.

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

Our school uses the data mentioned above in Part A to designate parents who have requested to receive information in a language other than English. We use this list to ensure that all parents receive mailings and information distributed by the school and DOE, in their language of preference. We send out a mailing to these parents, at the start of each year, describing our translation and interpretation services and protocol. In this letter, we also notify parents that they have the right to bring their own interpreter. These letters are sent in the parent's language of preference. In addition, we distribute copies of the Expect Success Guide (provided by the DOE) to all of these parents in the language that they have requested.