

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

School Name: THE BRONX GUILD HIGH SCHOOL

DBN (i.e. 01M001): 08X452

Principal: SAM DECKER

Principal Email: SDECKER@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sam Decker	*Principal or Designee	
Kris Bertoglio	*UFT Chapter Leader or Designee	
Elena Guzman Abu Kaiser Kenya Edwards Vincent Edwards	*PA/PTA President or Designated Co-President	
Dino Martinez	DC 37 Representative, if applicable	
Judith Motolinia Luis Quiles Joseph Almonte	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Allie Urbano	Member/ Teacher	
Cassie Elliot	Member/ / Teacher	
Juan Benitez	Member/ Parent Coordinator	
Lorin Schneider	Member/ School Social Worker	
Candice Reyes	Member/ Guidance Counselor	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2015, we will increase Algebra Regents passing rate for all 72 sophomore in the 2017 cohort from 39% to 43% as evidenced by the 2014-15 NYC Progress Report

Comprehensive Needs Assessment

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

We have a 2 year algebra sequence because our students attend internships 2 days a week. Our pass rate for sophomores was 33% for the 2012/13 school year. Historically, we have struggled with ensuring our students pass the Algebra Regents. Thus we are re-thinking our approach to Math instruction, by focusing on depth over breadth resulting in students being not only familiar with mathematical vocabulary but being able to apply skills based on that vocabulary. Also, for our grade 9 students we will heavily address mathematical practices such as fluency, application and conceptual understanding, with a common core lens, and touch upon these same practices for grade 10 students. This way, we hope to see a vertical incremental change vertically in math pass rates.

Instructional Strategies/Activities

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

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

1. Focus will be on aligning math instruction with common core standards that show relevance of algebra in real world situations while building and reinforcing basic skills and mathematical thinking and problem solving. Math team will look use protocols to look at student work and provide feedback to teacher at math team meetings, and during weekly PD meetings.
2. Math team will help 10th grade math teacher build relevant and rigorous curriculum.
3. After school tutoring and Saturday math academy will help struggling students.
4. Math teacher will meet once a week with coach to plan, devise and improve instructional strategies.

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

1. Math Team, consisting of math teacher from all four grades will support 10th grade math teacher, meeting bi-weekly during PD sessions and once a month after school.
2. Math Team will meet bi-weekly during PD and once a month after school.
3. Math teachers will be used for Saturday math academy and will focus on targeted skills identified as a gap for struggling students.
4. Principal will coach 10th grade math teacher weekly on instructional strategies and planning. Math teacher will visit effective teachers at other schools across network. Math teacher will attend Math for America professional development off site.

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

1. Math team will devise two assessments for each unit, one formative mid-unit and one summative performance task.
2. 10th grade students will take mock Regents twice a week to gauge effectiveness of curriculum.
3. A baseline assessment will be given at the beginning of the school year to determine present levels of performance and skill gaps for struggling students. In class assessments will be used to monitor progress of targeted students.
4. Math teacher will show mid-year progress in Domain 3 (Instruction).

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

1. 8 performance tasks will be administered at the end of each of the 8 units corresponding with marking periods.
2. Mock Regents will be given in December 2014 and May 2015.
3. Baseline assessments will be given in September 2014. PSAT will be given in October 2014. 8 Regents style assessments will be given over the course of year, corresponding with 8 marking periods.
4. Beginning in September and running through May, the 10th grade math teacher will be observed, and receive feedback on his classroom performance once a week.

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

1. PD is planned for two hours weekly. Math team will meet after school once a month. (TL Fair Student funding and Title 1 SWP funds will be used.)
2. PD is planned for two hours weekly. Math team will meet after school once a month. (TL Fair Student funding and Title 1 SWP funds will be used.)
3. Saturday School will commence in December. Per Session will be available for teachers (paid for with Tax Levy).
4. Coaching and intervisitations will take place during the school day (no cost). Teacher is a Math for America fellow so there is no cost for the PD.

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).

Parents will be invited to workshop on common core standards and instructional shifts.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015 there will be a 2% increase in student's collective performance across all content areas as measured by Scholarship reports. As means to reach this goal we will devise and implement interim assessments in core content areas.

Comprehensive Needs Assessment

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

While Bronx Guild has continually increased student performance in all areas since the onset of NYC Progress Reports, we are rated "approaching target" in student progress and "meeting target" in student achievement on our School Quality Guide report. Therefore we need to increase student performance overall in all core content areas, in both credit accumulation and Regents pass rates, and use data more effectively in revising instructional planning and delivery and assessment practices planning as we go through the year.

Instructional Strategies/Activities

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

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

1. Curriculum team will meet for two weeks during summer to revise curriculum units and devise interim and summative assessments.
2. Content teams will meet to assess student work and devise instructional planning based on data gathered.
3. Content teams will meet and grade student assessments.
4. 5 teachers will participate in the Teacher Leadership Program, a year- long training sponsored by the DOE to help train teachers to lead teacher teams to analyze data to maximize planning and delivering of instruction.
5. Teachers will administer interim assessments during each unit of study in order to inform instruction and address areas of need in a timely fashion.

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

1. Principal and 2 assistant principals will each be responsible for a content team to coach beginning in the summer and continuing through the school year.
2. Content teams will meet bi-weekly to assess student work ad devise planning strategies. PD will be scheduled for two hours a week to allow grade and content teams, as well as literacy team and internship team to analyze student work and plan.
3. Content teams will meet 8 times after school to grade assessments.
4. One administrator will oversee a member of the TLP participants who will lead teams. 5 teachers will participate in TLP year-long training.
5. All teachers will administer assessments 2x during each unit of study. Assessments will be planned during PD.

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

1. Curriculum units will be revised by September 2014.
2. Revised instructional plans will be generated bi-weekly based on analysis of student work.
3. 8 formative interim assessments and 8 summative performance task assessments will allow teacher teams to monitor effectiveness and progress in each content area, and across grade teams.
4. TLP participants will take over
5. Interim assessments will be planned and graded collaboratively, allowing the team to monitor implementation of this strategy.

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

1. Each semester will contain 4 marking periods that correspond with 4 units.

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

1. TL Fair Student funding and Title 1 SWP will be used for per session will be available to teachers.
2. PD will take place during teacher work hours (no cost associated with this activity).
3. TL Fair Student funding and Title 1 SWP will be used for per session will be available to teachers.
4. TLP is a DOE program and the school is not responsible for compensation for teachers in the program (no cost associated with this activity).
5. Assessments will be administered during the school day (no cost associated with this activity).

Strategies to Increase Parental Involvement

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

N/A

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

By April 2015, there will be a 5% increase in teacher's collective performance in Component 3D as measured by Danielson Framework for teaching. Teachers will use interim assessments and student work to strengthen their planning and preparation in content teams.

Comprehensive Needs Assessment

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

Our School Quality Guide indicates that we are underdeveled in 2.2 of the Quality Review, which asks us to Align assessments to curricula, use on-going assessment and grading practices and analyze student learning outcomes to adjust instructional decisions at the team and classroom levels. Assessments are hand in hand with our focus on teacher planning and coaching.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Teachers will set personal goals and areas of need in Domain 3 as areas of focus with their instructional coaches.
 2. Each teacher will be assigned an instructional coach to meet with weekly for planning and reviewing of instruction and student work.
 3. Teachers will use data from interim assessments, literacy team reading assessments and student work to strengthen their planning and preparation in content teams.
 4. Teachers will meet in weekly PD for 2 hours for planning and looking at student work, and after school for further content team time.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal and assistant principals will work with all classroom teachers to set their goals
 2. Principal and assistant principals will coach teachers. The network will support with PD and coaching of principal and assistant principal.
 3. Teachers will look at data and reading assessments as content teams during weekly PD time.
 4. Teachers will meet weekly in content teams for planning during PD time and after school.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teachers will receive non-binding ratings on areas of Domain 3 to compare progress to last years feedback from Danielson and Advance, and this years movement.
 2. Teachers will receive feedback weekly in coaching meetings.
 3. Teachers will receive feedback from their team's examination of student work. Coaches will monitor feedback.
 4. Teachers will receive feedback from their team's examination of student work. Coaches will monitor feedback.
- D. Timeline for implementation and completion including start and end dates**
1. First meetings with teachers were held in September, and continue weekly. In January teachers will set personal goals in Domain 1. Teachers will be rated in Domain 1 by April 30th, 2014.
 2. Instructional coaches will be assigned in September and meetings will take place weekly through June.
 3. All teachers will have received feedback on their students' work at least once by February 2015.
 4. All teachers will have received feedback on their students' work at least once by February 2015.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. First meetings with teachers were held in September, and continue weekly during the teacher's work hours (no cost associated with this activity)
 2. Teachers are scheduled to meet with coaches weekly, either during preps or after school. Weekly PD always contains an element of planning and instructional goal setting (TL Fair Student Funding will be used for per session).
 3. 5 PDs over the course of the year are devoted solely to planning. Per Session funds will be available for after school meetings paid using TL Fair Student Funding).
 4. 5 PDs over the course of the year are devoted solely to planning. Per Session funds will be available for after school meetings paid using TL Fair Student Funding).

Strategies to Increase Parental Involvement

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

N/A

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

School wide PD is calendared in weekly, for two hours; Administrators and support staff attend network PD; All staff are encouraged to attend off site PD when applicable and appropriate. Teachers meet with coaches weekly for coaching and planning. Grade teams meet weekly to plan, assess student work and participate in kid talk. 5 Teachers are participating in DOE Teacher Leadership Program, a year long training, along with the Assistant Principal. Principal and Assistant Principal meet and work with Big Picture Learning, our CBO partner.

Comprehensive Needs Assessment

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

From September 2014-June 2015 there be a 100 Lexile point increase of students in city wide lowest third in each grade (9-12) as measured by Performance Series. We will be using literacy strategies implemented and supported by school-wide literacy team in all grades with all students, with a special focus on our lowest third in order to achieve this goal.

Instructional Strategies/Activities

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

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

1. School wide Literacy team which presents reading strategy supports to teachers, student work protocols to examine student progress

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

1. The team is comprised of the Assistant Principal, Lead ELA teacher and one content teacher from each subject area

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

1. Read 180 data, Performance Series 4 times a year, student work, scholarship data

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

1. Baseline assessment given in September, followed by assessments in February and May; Bi-Weekly PD for 2 hours as well as one on one weekly coaching sessions

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

1. Fair Student Funding, Tile 1 SWP, NYSTL funds,PD scheduled bi-weekly for 2 hours; per session for literacy team and after school coaching, off site Professional Development when available

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Small group work, one on one instruction, after school tutoring, Saturday workshops	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school, afterschool, Saturday School
Mathematics	Reading inventory, book clubs, story boards, questioning techniques, writing workshops, guided reading, read alouds, numeracy interventions, guided real world math problems	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school, afterschool, Saturday School
Science	Reading inventory ,book clubs, story boards, questioning techniques, writing workshops, guided reading, read alouds, scientific method experiments, labs, hands on work in organic garden	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school, afterschool, Saturday School
Social Studies	Reading inventory book clubs, story boards, questioning techniques, writing workshops, guided reading, read alouds, document based readings, social studies club	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school, afterschool, Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, both one on one and small group; anger management workshops; LGBT group; Kid talk and PPC built into weekly grade team meetings; weekly college curriculum built into advisory time, starting in 9 th grade	Small group work, one on one instruction, after school tutoring, Saturday workshops	During school, afterschool, Saturday School

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teacher turnover is low, but when needed we reach out to partner organizations, network, DOE employment fairs, Teaching Fellows and TFA for possible candidates. Teachers are observed frequently (once a week) and meet with coaches weekly for feedback and planning. School wide PD is held for 2 hours every Wednesday. Teachers are encouraged to attend off site PD when applicable

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).
School wide PD is calendared in weekly, for two hours; Administrators and support staff attend network PD; All staff are encouraged to attend off site PD when applicable and appropriate. Teachers meet with coaches weekly for coaching and planning. Grade teams meet weekly to plan, assess student work and participate in kid talk. 5 Teachers are participating in DOE Teacher Leadership Program, a year long training, along with the Assistant Principal. Principal and Assistant Principal meet and work with Big Picture Learning, our CBO partner.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school is using several instructional programs to support student development, such as: After School Tutoring Program, Saturday Enrichment, and Regents prep, and AM/PM AIS support services. We purchased the Global Connect phone messaging system to assist in contacting student homes in regards to attendance issues. We were able to hire a Community Assistant who does outreach to parents /families and assist our parent coordinator in researching and providing additional resources to our students and their families. We have a school social worker who coordinates three social work interns to help students in temporary housing, and students in crisis. Two teachers along with the social worker lead a Restorative Justice initiative to help students make better decisions about actions that are potentially violent. Students mediate each other when conflict arises, along with the crisis team.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers are members of grade teams and content teams, which meet weekly to plan assessments for each marking period. All classes end each marking period with a performance assessment which is teacher planned. The assessment team plans for performance series assessments quarterly, and mock Regents twice a year. Teachers are members of the Literacy Team, Internship Research Team and Special Ed and Learning Styles Team which take turns planning and running PD around school identified and teacher identified topics. During weekly grade team meetings teams look at student test data and student work to fine tune instruction and planning.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 08X452

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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$212,242.14	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,239,332.00	X	See action plan

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.



Department of English Language Learners and Student Support

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Bronx Guild High School</u>	DBN: <u>08x452</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: At the Bronx Guild, each grade (9-12) has a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with heterogeneous classes. Instruction is delivered through push in services and through one on one time with teachers during our advisory period. All of our students participate in internships two days a week, including our ELL students at all levels. On Tuesdays and Thursdays ELL students attend enrichment classes after attending their internships. In addition, we strive to place students in internships where language acquisition at all levels continues and is enriched. Internships can take place after school hours, and on Saturdays with the agreement of all parties.

In order to support after school and Saturday services we would like to purchase supplementary books for subject area classes(Living environment, Global History, US History, English) which would allow our bi-lingual students to use these resoures in addition to the English versions to aid them in their language development. We also want to purchase bilingual glosseries for students to use in the classroom. We also wish to continue our upgrades of technology. We have smartboard technology in six classrooms, and laptop carts for each classroom. We want to purchase software programs to complement these technologies specifically for our ELLs. All of these materials will be used by our 34 ELL students, their advisors and core curriculum teachers, as well as the ESL teacher. These will be used by afterschool and Saturday enrichment, to capture the interest of students and facilitate the instruction of language with interest based projects and extracurricula activities. All of our teachers plan together at least once a week, and all teachers meet weekly in grade teams to further plan for student need.

We would like to utlize our Title III funds to provide after-school and Saturday programming for ELL students. The ESL teacher and two core content teachers certified in math and social studies are meeting three days each week on Mondays, Wednesday and Fridays from 3:15 to 4:15 (thirty eight sessions total) to provide small group instruction and language enrichment through extra curricula activities to students. The ESL and math teacher will be facilitating math enrichment on Monday and Friday and the ESL and social studies teacher will work with students on Wednesdays with a focus on literacy, research and vocabulary. The rationale behind the program offerings is to provide a balance of both numeracy and literacy enrichment for English Language Learners with instructional activities that encourage personalization and differentiation, as well as content. Beginning December 6 we will provide Saturday classes for 3 hours for six weeks from 9 AM to 12 PM to facilitate literacy-based instruction for ELL and former ELL students, as well as prepare these students for the January Regents. Instructional activities will include workshop model lessons with both independent and group work activities, implementation of literacy strategies, RAFT writing, essay outlining and vocabulary enrichment. We will also provide Saturday classes in May and June for the same purpose.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here: At the Bronx Guild we provide professional development once a week for 3 hours and 30 minutes. Professional Development occurs each Tuesday, with grade team meetings to examine student need and progress, followed by PD aligned to the Bronx Guild Instructional framework. We address needs of all students, including ELLs, through working on Engagment, individualization, understanding, tone and culture, assessment/data, instructional strategies and differentiation. We work on key scaffolding supports for ELLs including reading and writing, myths about ELL language acquisition and learning styles. We dedicate every other PD to literacy with a focus on raising lexil scores for all students. In addition in these sessions we devote 30 minutes to the reading strategies specifically tailored to ELLS. PD takes place on Tuesdays from 1:25-3:15, every week. In addition, grade teams meet weekly, from 12:20-1:15 Tuesdays to devise strategies for struggling readers, students with IEPs and ELLs. These sessions are led by the ESL teacher and the bi-lingual certified SPED teacher, as well as admins.

We will use our Title III funds to develop these skills in our ESL teachers and content teachers.

Part D: Parental Engagement Activities

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

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

Begin description here: We provide our ELL parents with opportunities to get involved at our school on many levels. We evaluate the needs of our parents by conducting surveys as well as participating in discussions at parent meetings and making phone calls home. Based on this information we provide monthly workshops at school about topics interesting to parents, including rights of parents, technology supports including accessing Skedula which is our school database and parent information center. These activities take place once a month in the evenings (30-60 minutes) and on Saturdays every other month, if parents prefer. We invite teachers, the parent coordinator and an administrator to participate as well. We also communicate with parents through mailings which explain about college resources and school activities, which are translated for ELL parents. We would like to use these funds for aper, postage, and

Part D: Parental Engagement Activities

translation. We translate all letters and written communication in Spanish and English, which is done by our office manager. In addition we translate letters to Bengali for 8 parents that we know need this service. We also use an ASL translator during parent/teacher nights and conferences when we need it for 2 specific parents. If we need further translation services we use the DOE translation hotline.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 8	Borough Bronx	School Number 452
School Name Bronx Guild High School		

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 Sam Decker	Assistant Principal Cecilee Rauner
Coach type here	Coach type here
ESL Teacher Sarah Moore	Guidance Counselor Candice
Teacher/Subject Area type here	Parent Arlyn Santiago
Teacher/Subject Area type here	Parent Coordinator Juan Benitez
Related Service Provider Marilyn Valdes	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.	2	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	318	Total number of ELLs	31	ELLs as share of total student population (%)	9.75%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	10	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	7			10			14			31

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	7	0	0	10	0	0	14	0	0	31
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
Bengali	2						2		4	0
Spanish									0	0
SELECT ONE	10		9		8	5	7	3	34	8
TOTAL	12	0	9	0	8	5	9	3	38	8

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										10	7	5	3	25
Chinese														0
Russian														0
Bengali										1	1	2	1	5
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	8	7	4	30								

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)										3				3
Intermediate(I)										2	2	2	1	7
Advanced (A)										6	4	1	1	12
Total	0	11	6	3	2	22								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										2	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										6	2	3	1
	A										2	2	0	0
	P										0	0	0	0
READING/ WRITING	B										2	0	0	0
	I										6	2	3	1
	A										2	2	0	0
	P										0	0	0	0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 nitial determination of early proficiency levels is achieved through the LAB-R, our in-house reading comprehension and writing intake assessments, as well as an additional first week writing assessment to confirm proper placement of our ELL students. Our DYO periodic assessment given twice every semester, serves as our promotional exam. We administer it 4 times a year. Each wrong answer is

coded to a type of misconception and difficulty. Some wrong answers show that the student was not able to understand any of the text. Some are non-text based errors. Some errors show that the student has misread parts of the text. And finally, some show that the student has understood parts of the text, but the answer is wrong for the given situation. After each exam a class item analysis is given to each teacher. This analysis is broken down item by item for the class as a whole so the teacher can see trends and address them, as well as by individual learner reports, so teachers' can differentiate by individual student areas of concern.

While our new ELL students trend towards intermediate and advanced levels in the areas of listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum.

For both the 2011-13 school year and the present school year, each level of curriculum is supported by the ESL staff after reviewing the data produced from the results of intake examinations, first week assessments and our DY0 interim assessments. The ultimate goal of the curriculum to have students well prepared to pass the ELA Regents exam in two years or less. (As Manhattan Comprehensive is a transfer school, with all over-aged under-credited students, we have little time before they age-out. ELL students attend our school at an average of 2 years before graduating.)

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that the majority of our ELL students are at the intermediate to advanced levels, but despite the amount of time in the U.S. or the the NYC public school system, do not cross over to proficiency. In addition, we administer literacy assessments to all our students to create future reading goals based on current reading levels. Our analysis of Regents and benchmark assessments shows us that our ELL students fit into the pattern of all the students in our school: our literacy levels are varied and mixed. We did not have any students who took the LAB-R. NYSELAT results show us that 3 students are Beginners, 7 students are intermediate, and 13 students are advanced.
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 [AMA0 tool](#))
This information was not mad available by the NYSED yet.
The focus of our school is individualized instruction and project based learning, as much as possible. The data shows that we will continue to provide an instructional program that is a combination of pull-out and push in programing. The Ell teacher provides block time for ELL instruction in a sheltered environment, while also providing support within the students' academic classroom. The ELL teacher also coordinates instructionanal stategies with the ELL students' teachers. Instruction is provided in both whole class, small group and one on one basis, depending on the individual student's needs.
The other focus of our school is our internship program. Students attend internships of their choice two days a week. The internships (or LTI-- Learning through internship) require an intensive semester long project that requires research and performance tasks. ELLs are placed with mentors in their native language who are successful dual language professionals.
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?Ells take tests in English instead of native languages. This has been a preference for all our students, since most trend towards intermediate and advanced levels. Many of our beginning students struggle with literacy in both native languages and English. We evaluate the success of our programs for ELLs and the progress of our Ells through many different venues, including meeting AYP, School Qulaity Reviews, periodic assessments promotion and pass rates.
In order to increase proficiency for our ELLS we continue to work on ESL/ELL curriculum integrration and CCLS realignment. Periodic assessments reveal that our ELLs struggle with the same literacy difficulities and deficiencies as our native population. We will continue to promote literacy strategies which are a whole school focus, and the focus of our weekly professional development for faculty. Teacher lead grade and content teams focus on alignment of curriculum for all students, with a special focus for ELL and SPED students.
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](#).)
We are a high school
6. How do you make sure that a child's second language development is considered in instructional decisions?
Using NYSELAT data and our own internal assessments we plan individualized programs for our students. We also interview parents to get more information about a students background and and history. Literacy is supported and planned for in all content areas. Students are supported with teachers or staff members in the students' native language group when necessary. Literacy strategies are

used in all classrooms that are transferable between languages. Reading selections, while in English, are aligned with literature, writers and content topics that are relevant to a student's native country and culture. In our Spanish classes we study the literature of Spain, Latin America and the Islands. We introduce students to significant authors (Lorca, Allende, Marquez, Borges, Etc...)

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?

We do not have a formal dual language program. We provide dual language assistance as needed.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs through traditional venues such as AYP, Quality Reviews and School Progress Reports. In addition to collect and analyze all available data, including Regent pass rates, periodic assessments, structured unit assessments that are both performance tasks and Regents aligned. Each student presents their semester work and progress at end of semester Presentations of Learning, which are attended by classroom teachers, mentors from the internship program, parents and peers. In addition, rubrics are included in each project which allow students to self assess and peer assess progress. We also use the NYSELAT data.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When students and parents first come to the Guild, we provide DOE orientation materials in their native language, and are informed of our school focus and language philosophy. They are assisted by licensed native language school employees should they have any questions. Parents are also informed about our internship program. Parents at the Guild support and choose a Freestanding English as a Second Language program and we have aligned our instruction and curriculum towards that choice. We then do an initial screening using the LAB-R and the HLIS survey. We interview parents for the student's educational and language history. If students come to us mid-semester we also administer our DYO literacy test to find student's reading level (unless student is clearly a beginner in English).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents are informed, as soon as a student is admitted, of their choices through DOE materials and by discussion with staff and faculty fluent in their native language if necessary. Parents are invited to speak to teachers in the student's cohort to get further information and ask questions. A translator is provided if necessary. Cohort teachers provide parents with their phone numbers for further questions. Parents are invited to attend information sessions about their children 4 times a year, two open school nights and two end of semester presentations or learning.

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 office manager collects and stores all materials from parents in a secure, locked room. Parent coordinator reaches out to all parents to ensure that surveys are received and understood, and if further translation or information is required. Eligibility is determined by running NYSELAT Modularity Reports on ATS as well as RLER and RELL reports. Entitlement letters are distributed by the school Office Manager.

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.

One on one conversations with parents are a major component of our educational program and school design. Placement letters are distributed during initial conversations, or as needed. When necessary these conversations are conducted with school staff or

faculty member who is fluent in the families native language. Parents are presented with all available options.

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 testing coordinator, assisted by the ESL teacher and other available staff members administer the NYSESLAT to all ELLs during the window for testing. Eligibility is determined by NYSELAT modality reports and RELL and RLET reports on ATS. Separate rooms are secured and schedule, including make up days, is created. We use the RESL (ATS) to identify students required to take the NYSELAT and RLAT to get the raw scores.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
100% of parents choose the Freestanding English as a Second Lanuage program. The program as stands is aligned with our philosophy and structure as an independent project based internship school.

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 at the Guild is delivered through 4 core content classes (ELA, Math, Science, SS) in each cohort. The content teachers follow the cohort through all four years of high school. Each content teacher is also an advisor who is not only the point person for the student, but is responsible for monitoring and structuring the student's LTI project and service. Students are expected to earn at least 2 credits each semester through the LTI project. Literacy is infused in all content and LTI curriculum. Students are part of a "crew" of 16-22 students, so class sizes are small and allow for one on one instruction and tutoring, as well as small group work. Students receive support from the ESL teacher and the two foreign language teachers, as well as the SPED coordinator who is bilingual in Spanish, as needed.

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)?

Beginner students receive 540 minutes of ESL instruction per week

Intermediate students receive 360 minutes of ESL instruction per week

Advanced students receive 192 minutes of ESL instruction per week

In addition students receive extra tutoring after school and in our Saturday School. Scheduling is constructed to meet the mandated required minutes, with push in support and extra support on the 2 internship days, when students receive one on one and small group instruction before attending internships.

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.

Students are programed in 9th grade, and stay with the same "crew" through 10th grade. Content is individualized and differentiated according to student need. All students are held to CCLS standards regardless of starting point, as we shift to using these standards in all content areas. Literacy strategies, such as visualization, questioning, word walls, graphic organizers, audio summary, think-pair share, small group work, dual language dictionaries, are employed in all classrooms, at all levels.

In 10th grade the crews are scrambled, with students placed in groups (Wolverines, Hawks, Eagles...) based on math proficiency. Students take different math paths, while humanities instruction and content is uniformly even. Instruction is provided via direct teacher instruction followed by one on one and small group instruction. Students work on individualized projects during core instructional periods and for two periods 3 times a week, as well as during enrichment periods on internship days.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Faculty and Staff who are proficient in students' native language evaluate students in their native language on a needs basis throughout the year. Students also
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teachers and ELL teachers work with the school wide literacy team to assess all aspects of literacy, including English acquisition. We use both formative and summative assessments. Students are tested for reading levels 4 times a year, at the end of each unit with a performance task aligned with common core standards, and mid unit using a Regents style assessment. In addition grade teams examine student work, with particular attention to special populations, during monthly grade team meetings.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We do not have SIFE students, or students who have been in the US for less than 3 years. For all other students work is differentiated the same: we work one on one to individualize student learning as much as possible. We use student lexils to provide literacy level appropriate texts for students. We use student interest as entry points to core content. We provide a variety of levels of entry work for whole class work. We provide after school and Saturday School for students who want it. On Tuesdays and Thursdays, when students are usually at internship, ELLs and students with IEPs come for two hours of enrichment before they go to their internships. Cohort teachers plan for enrichment weekly, using student work as assessment to plan differentiation based on individualized need.

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?

All core teachers use literacy strategies in all lessons, as well as one on one and small group instruction. All materials are matched to student reading levels. Materials include leveled readings aligned to student interest and internships, as well as individualized student projects that all students create. Support in planning and instruction is provided by ESL teacher, literacy coaches, grade team coaches and SPED coordinator.

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?

In addition to our regular individualized and small group instruction, we provide enrichment on Internship days for ELL-SWDs to address their IEP goals. We do not have resource room, but instead provide students with extra help from our Science Specialist, Math Specialist or Literacy Specialists. The IEP coordinator also provides extra support for all students with IEPs. Students at the Bronx Guild have individualized learning goals created by the student and the advisor, with input from the literacy coach, SPED coordinator, ESL teachers and grade team as a whole.

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

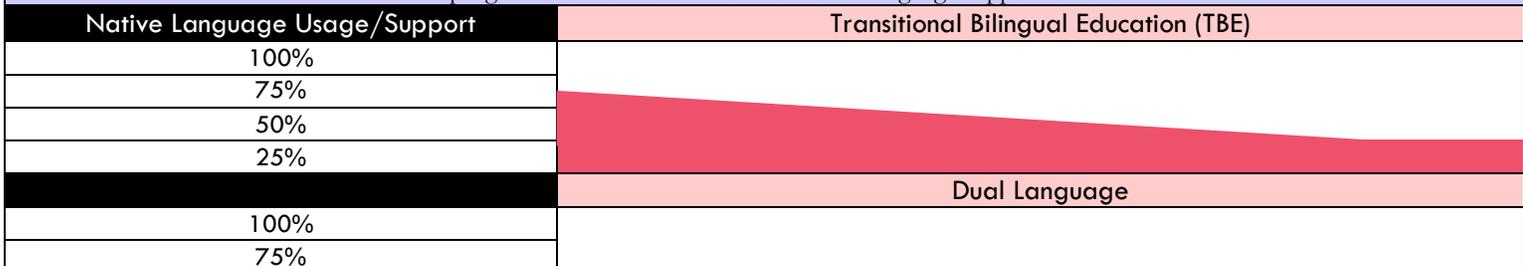
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- All Ells in all content areas are assessed twice in each unit, with a Regents style exam and a performance task, and are provided with individualized interventions on a needs basis. Science, Math, Literacy and Special Education Specialists work with both students and teacher to provide help and interventions. Data from all assessments is examined and used in planning instruction and supports needed for each student in the Guild. Math assesemtns are aligned with common core standards. Regents style exams are based on Regents questions, essays and requirements. Tests are examined to analyze skills and content areas needed by students. Instruction is then planned using the information and data from the exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective in meeting the needs of ELLS. ELLS are not singled out if possible, but receive the benefits of small class size and frequent adult attention and intervention that all our students receive. Our focus on literacy is already yielding results in both more rigorous classroom instruction and student work that meets or approaches new CCLS standards and our own standards. Students in ELA, Social Studies, Science and Math are taught literacy skills through direct instruction, small group instruction and one on one instruction. Student work is examined by grade team cohorts in monthly PD meetings and weekly team meetings, as well as by individual instructors, to plan lessons and provide interventions and specialized, individual support.
11. What new programs or improvements will be considered for the upcoming school year?
- Currently two teachers are working on becoming certified in ESL so that we can recruit more ELLS and better meet the needs of students who are new to the country. The population of our school neighborhood is changing and we want to change with it to and attract these new comers to our school.
12. What programs/services for ELLs will be discontinued and why?
- None
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 programs in our building (there are 9 schools in the campus) including PSAL sports, intermural sports, dance programs, a gardening program, arts programs, chess club. Ells are fully integrated into the life of the school and the campus, and are represented in all aspects of after school and special programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All of our classrooms are equiped with technology. We also have laptop carts available for every room, as well as desk top computers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Through individualized work and support from ESL teacher, SPED coordinator and literacy and instructional coaches.s
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Supports are matched to Ell's ages and grade levels via consultation with advisors, grade team members, ESL teacher and coaches. Unit plans and lesson plans are made in consultation with advisors, grade team members, ESL teachers and coaches.
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.
- We have an orientation and bridge program during the summer for all new students. The work in the Bridge program, like all our work, is individualized and differentiated according to student need.
18. What language electives are offered to ELLs?
- Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

We provide 2 hours of professional development a week for the entire school, as well as targeted professional development based on teacher need and interest. PD is held every Wednesday for two hours. Assistant principal, and all staff in the school attend weekly PD sessions. The focus of the year is literacy and assessment, which is incorporated into all lesson and unit plans. In addition all teachers meet for 1 hour a week with a coach to help lesson plan, including differentiating lessons for all learners. Teachers also meet for one hour a week in grade teams, and 1 hour in content teams, to review assessments, plan, do targeted intervention planning for struggling students, and kid talk. 5 teachers are participating in the Teacher Leadership Program , learning how to lead teacher teams in the above activities.

ELL and SPed teachers participate in Network Professional Development that is held on average once every 5 weeks.

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?

We have an open door policy at the Bronx Guild. Parents are allowed and encouraged to stop by at any time. All parents have the phone numbers of each students advisor and may call at any time. Parents can also access student records via Pupil Path by Datacation. In addition we hold monthly parent meetings, and all parents are encouraged to attend. We send phone messages and email messages, as well as back pack letters. Parents are solicited for the topics for the meetings, so that we discuss or present is relevant to parents. A translator is present at all meetings for Spanish speakers. We use a student for translating Bengali.

E. Additional Information

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

Our school model seeks to work as individually as possible with all students, to prepare them for life after high school. Our school is built on the principles of Rigor, Relevance and Relationships. We work hard to know and meet the needs of each of our students, and their families.

Part VI: LAP Assurances

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

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** _____

Cluster: _____ **Network:** _____

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

Part A: Needs Assessment Findings

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

We look at home languages of each our students and their families. Because our school is built on having small teacher to student ratios and very close relationships with our students and our families we know our students very well. Teachers are responsible for frequent communications with families, and must know what language the families wish to use to communicate.

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.

We meet with families at the beginning of the school year and introduce our community to each other, specifically new families. We provide data on school populations and make up in all aspects. Translators are available among the staff to make sure each family understands and is welcomed.

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.

School staff translate all written documents. Currently a member of the staff is fluent in each of the languages among our school population.

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.

School staff translate all written documents. Currently a member of the staff is fluent in each of the languages among our school population.

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>.

This information is given to parents both orally in school family partnership meetings and in our welcome letter that is sent home at the beginning of each school year .