



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

DBN: (i.e. 01M001):	11X514
School Name:	BRONXWOOD PREPARATORY ACADEMY
Principal:	MS. JANET GALLARDO

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

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Section 1: School Information Page

School Information

School Name: Bronxwood Preparatory School Number (DBN): 11X514
School Level: High School Grades Served: 9-12
School Address: 921 East 228th Street Bronx NY 10466
Phone Number: 718-696-3820 Fax: 718-696-3831
School Contact Person: Ms. Kim Constantine Email Address: KConstantine2@schools.nyc.gov
Principal: Ms. Janet Gallardo
UFT Chapter Leader: Mr. Jude Lynch
Parents' Association President: Ms. Maxine Clarke
SLT Chairperson: Ms. Patricia Rinaldi
Student Representative(s): D. Pinnock, S. Shati

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Rm 841 Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 03 Network Leader: Lawrence Pendergast

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. J. Gallardo	*Principal or Designee	
Mr. J. Lynch	*UFT Chapter Leader or Designee	
Ms. M. Clarke	*PA/PTA President or Designated Co-President	
J. De Piro	DC 37 Representative, if applicable	
S. Shati D. Pinnock R. Santiago	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
M. Anderson	Member/ Parent	
N. Cameron	Member/ Parent	
A. Williams	Member/ Parent	
M. Collins	Member/ Parent	
D. Zimmerman	Member/ UFT	
D. Morgan	Member/ UFT designee	
P. Rinaldi	Member/ UFT	
	Member/	

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

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

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

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

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

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



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

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

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

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

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

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

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

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

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

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

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Course credit deficit • Standardized test score deficit • Standardized test score for extension • Total credits earned • Advanced placement or interest. 	<ul style="list-style-type: none"> • After school and lunch tutoring • resource/SETTS room classes and inclusion classes during the day • Off track credit bearing classes both during and after the school day. • Differentiated Instruction and implementation of multiple learning intelligences methodology • Acuity Assessments • Performance Series • Project-based Learning application • Independent-Study Project implementation 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-one • Tutoring • Credit accumulation classes • Regents/SAT Prep classes 	<ul style="list-style-type: none"> • During school • After School • Monday-Thursday • Saturdays
Mathematics	<ul style="list-style-type: none"> • Course credit deficit • Standardized test score deficit • Standardized test score for extension • Total credits earned • Advanced placement or interest. 	<ul style="list-style-type: none"> • After school and morning tutoring • resource/SETTS room classes and inclusion classes during the day • Off track credit bearing classes both during and after the school day. • Differentiated Instruction and implementation of 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-one • Tutoring • Credit accumulation classes • Regents/SAT Prep classes 	<ul style="list-style-type: none"> • During school • After School • Monday-Thursday • Saturdays

		<p>multiple learning intelligences methodology</p> <ul style="list-style-type: none"> • Acuity Assessments • Performance Series • Project-based Learning application • Independent-Study Project implementation 		
Science	<ul style="list-style-type: none"> • Course credit deficit • Standardized test score deficit • Standardized test score for extension • Total credits earned • Advanced placement or interest. 	<ul style="list-style-type: none"> • After school and morning tutoring • resource/SETTS room classes and inclusion classes during the day • Off track credit bearing classes both during and after the school day. • Differentiated Instruction and implementation of multiple learning intelligences methodology • Acuity Assessments • Performance Series • Project-based Learning application • Independent-Study Project implementation 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-one • Tutoring • Credit accumulation classes • Regents/SAT Prep classes 	<ul style="list-style-type: none"> • Before School • During school • After School • Monday-Thursday • Saturdays
Social Studies	<ul style="list-style-type: none"> • Course credit deficit • Standardized test score deficit • Standardized test score for extension • Total credits earned • Advanced placement or interest. 	<ul style="list-style-type: none"> • After school and morning tutoring • resource/SETTS room classes and inclusion classes during the day • Off track credit bearing classes both during and after the school day. • Differentiated Instruction and implementation of 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-one • Tutoring • Credit accumulation classes • Regents/SAT Prep classes 	<ul style="list-style-type: none"> • Before School • During school • After School • Monday-Thursday • Saturdays

		<p>multiple learning intelligences methodology</p> <ul style="list-style-type: none"> • Acuity Assessments • Performance Series • Project-based Learning application • Independent-Study Project implementation 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • As needed according to specific referrals • Identified by specific data sources • Requested as per parent or student 	<ul style="list-style-type: none"> • Group counseling • individual counseling • conflict resolution • Parent conferences w/content area teachers re: at risk students • . Annual and Tri-annual reviews conducted. Recommendations by school or parent. • Off site and on site upon referral as needed 	<ul style="list-style-type: none"> • Small Group • One-to-one • Whole class • Targeted group 	<ul style="list-style-type: none"> • During school

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

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

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

Part 1 – ELT Program Goal(s)

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

BPA ELT Goals SY1415:

- The percentage of students earning 10+ credits will increase by +2% in SY1415.
- Overall ELA Regents Pass rates will increase by +3% in SY1415.

Part 2 – ELT Program Description

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

BPA Target Population for the ELT Program:

- Off track students based on school data (transcripts, report cards, standardized tests)
- Student who have not earned 10+ credits/cohort year.
- Students who need extra learning time for content classes due to learning challenges or language challenges.
- Students who, due to learning or language challenges, need additional support for Regents or College entrance exams.
- Students who have had difficulty with passing Regents exams
- Students who have excelled and are prepared to take College Now courses.

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

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

- 1. To Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging we will provide Inquiry-based activities in the content areas that utilize specific identified

skills that need to be supported based on the data analysis of the students who will be participating in ELT. As literacy will be a key to the teaching in the ELT and is primary goal for BPA SY1415, we will utilize activities that promote group/class discussion that lead to HOT resulting writing activities and student work products. All writing activities are specifically supported by pre-writing activities including the use of graphic organizers and templates to collect, organize, and construct written responses. Open-ended, higher order questions will be evident in discussions, writing prompts and as extensions on worksheets requiring students to be involved in evidentiary based argument.

- 2. BPA will offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation through varied student grouping, including small groups, independent, teacher-student or student-student tutorial support and computer technologies that will also allow student access to certified on-line teachers. CCLS aligned tasks will be varied to meet and surpass standards while giving students engaging selections to accomplish the same standard(s). Multi-media and multiple entry point availability will support student learning and engagement while maintaining rigorous levels of learning and student products allowing for the synthesis of varied sources to make and support an evidence-based claim. Through a 21st century infusion of curriculum, activities and assessments that are real world, student attendance and graduation rates are expected to increase. The extension of social learning groups and sports will provide further community learning opportunities that are incentives and develop team building skills, requiring commitment and perseverance.
- 3. To actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting, BPA has done extensive data analysis to identify the learning needs of all the ELT students, including the support of the Special Education and ESL teacher teams. Learning activities that are offered reflect these learning needs, yet offer students a variety of methods to collect, organize, and analyze information, offering multiple entry points and varied formats to present their findings. Teaching and learning through the blended learning model offers the students opportunity for daily, targeted support and feedback from the teaching staff including individualized or precise grouping to ensure student progress and success. Allowing for the use of different ratios of students to teachers, and, identifying student leads, allows students to participate in multiple settings getting and giving support in their learning experience.
- 4. BPA's ELT contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs in sports, drama and film, artistic crafts, dance, technology, music and voice. It is BPA's belief that servicing the whole student, supports academic success by creating a school environment that is engaging in aesthetics, athletics and academics. As a staff, we are participating in seminars for positive behavior systems and socio-emotional development. Our partners support our efforts in aligning with our goal to make BPA ELT a whole child support system and providing enrichment and academic programs allowing students to explore interests and integrate these into a positive learning experience. BPA supports struggling students in our ELT but also students that have extended talents and interests, both socially and academically providing courses and clubs afterschool and Saturdays.
- 5. BPA ensures that instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. All teachers will be certified in the content area of instruction they are providing. Extended learning opportunities such as S.A.T., AP courses or special interest courses will be by certified teachers in the content area either on site or through our Aventa partner virtual teachers. Virtual teachers in course learning will also have a BPA content aligned point to further support students in high-interest or advance course studies.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their				

participation, with the goal of serving at least 50% of students.

Our voluntary sections of the ELT programs provided by our partners (CTO, NYJTL, PSAL) are all promoted in collaboration with the school through presentations, student membership drives, socials, classroom rounds, student displays. Parents and students are kept aware of these opportunities through school calendars, letters, phone messenger announcements, daily school announcements and partner drives at PA, lunch room activities and classroom visits.

Our compulsory sections of the ELT program provided by the school, school personnel and our partners are promoted through assemblies, phone and mail contact with families, back-to-back flyers, monthly calendars, invitations to participate for students and families and direct calls made by each teacher to each student on their student roster. A culture of success is promoted through public recognition and certificates. The belief, at BPA, that all students can succeed is a constant message from all school personnel in formal and informal interactions with our students.

Part 3 – ELT Program Implementation and Oversight

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

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

BPA Key Personnel:

- School Leaders: Present for administrative duties including review of curriculum and web offerings
- Content, Special Education and ESL teachers: Design and delivery of accessible curriculum for all students
- Content Specific coaches/consultants: To support teachers in curriculum and pedagogy progress for student success.
- Princeton Review SAT teachers/program: To advance student learning for competitive college readiness.
- Support staff: Office, security: To maintain communications with guardians, keep records and support a safe environment for all students.

Community Partners/ELT Program:

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

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

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

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

community and provides ample afterschool social

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

The ELT program schedule:

- Wednesday/Thursday: Academics for credit accumulations, lab sessions and standardized exam preparation will occur on Wednesday and Thursday, 2:15 – 4:15 p.m.
- Monday – Thursday: SBOs programs for academics and arts/social clubs will occur at varying schedules including SAT preparatory classes.
- Saturday Academy: Academics for credit accumulations, lab sessions and standardized exam preparation will occur on Saturdays, 9 a.m. – Noon
- “Lunch and Learn” sessions are given by each content area for extensive standard exam preparation.

The ELT and all SBOs meet to immerse in the school goals and share data and information regarding students. The student government/SLT student members also meet with Administration and SBOs to voice the student body’s needs.

Resources and Personnel:

- 1-2 ELA Teachers for Regents Prep, 2X weekly, 2 hours per day.
- 3-6 Content teachers for Regents prep and credit accumulation, 2X weekly, 2 hours per day.
- 1-2 Administrators, 2X weekly, 2-3 hours per day.
- Castle Learning 400+ student licenses (all students)
- Aventa 400+ student licenses (all students) SIF Grant (400 licenses)
- (1) Guidance Counselor, 1X weekly, 2 hours per day
- (1) F-Status Programmer, 2 days weekly 40 weeks
- School supplies to support ELT program: cartridges, paper, pens, pencils, copier lease, postage, school messenger, senior college newsletter
- Skedula

The ELT format and curriculum:

- All curriculums are aligned with the CCLS standards and are delivered in accordance with the high levels of pedagogy.
- Teams and administration for adherence to high levels of rigor and engagement review curriculum.
- Special Education and ESL teams review curriculum for effective differentiation.
- The Danielson Framework for teaching is employed for consistent and excellent classroom environments and curriculum delivery of content.
- Small groups are used extensively in ELT.
- Students have the opportunity to do accelerated work during ELT: AP online courses, Lab extensions, Special Interest courses and to pursue aesthetic interests and community service.

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

- September 2014 through August 2015

Part 4 – Budget and Resource Alignment

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

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

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

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Part 5 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Marking Period Report Cards and Scholarship reports for credit progress
- Fall Semester Transcript review for credit accumulation
- ELT Report Cards used to access credit recovery status
- Oct/Nov June and August Regents data to determine need for January Regents
- Oct/Nov: Guidance outreach post Marking Period 1 and prior to Marking Period 2 for intervention purposes
- January Regents analysis reviewed to identify to determine students in need of re-take of Regents exams

By February 2015, school wide credit accumulation will increase by 2% for students earning 5+ credits.

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

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

Section 6: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

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

2b. High Quality and Ongoing Professional Development

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

- Every Monday, staff has PL on the Danielson Framework and aligned curriculum development and CCLS.
- Every Tuesday, staff has teacher-led PL on targeted areas of DF for improvement and share best practices.
- One time weekly, staff has independent consultant/coach support for development of pedagogy and observation feedback.
- Teachers and Administration attend outside PL on CCLS regularly, content and literacy based.
- Network content specialists work with content teams and teachers; teachers attend PDs hosted by the Network as offered.
- Teachers and administration attend PLs for student with disabilities and ESL students, turn-keying to the full staff.
- Teachers share best practices, lead PLs and turn-key innovations learned at Department meeting or through electronic sharing ports and school website.

- Teachers regularly take part in inter-visitations based on a DF component.
- New teachers are paired for inter-visitations with experienced teachers who excel in an area of development needed by the particular new teacher.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process and professional development for teachers at BPA is as follows:

- Teachers receive PD on multiple assessment measures including MOTP impact.
- PD covers all testing options and transitional periods/tests from Regents to Common Core testing.
- Common assessments are generated through the teacher teams. Castle Learning is an on-line software option for this purpose that teacher have access to at all times.
- BPA has worked diligently on a system of Regents itemized data standard output and analysis that is done post all Regents including the extrapolation of SWD and ELL data for comparison.
- School wide areas of challenge can be identified and pedagogical interventions established to support student success.
- Rubrics are content specific and shared school wide to create an evaluative process that is consistent and familiar to students increasing assessment criterion amongst students.
- Inter-visitations are regularly scheduled with specific DF components and innovations as lens. Feedback is shared with visited teacher.
- PLs for SY1415 were based on Formal and Informal observations of teachers in SY1314.
- Teacher teams review assessments and share with other teams during full staff meetings to look for common areas of improvement and to develop strategies for student success, reporting back on the strength of the intervention.
- CCLS are used as curriculum assessments and teacher teams measure their curriculum against these standards and develop student growth measures to move students across the continuum of grade level standards.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 257,294.00	X	pp. 11-17, 20-21
Title I School Improvement 1003(a)	Federal	\$ 16, 961.00		
Title I Priority and Focus School Improvement Funds	Federal	\$ 62,279.00	X	pp. 11-17, 20-21
Title II, Part A	Federal	\$ 00		
Title III, Part A	Federal	\$ 00		
Title III, Immigrant	Federal	\$ 17,791.00	X	pp. 11-17
Tax Levy (FSF)	Local	\$ 2,463,946.00	X	pp. 11-17, 20-21

¹Explanation/Background:

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

Bronxwood Preparatory Academy, 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.

IV. 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;

V. Parent/Guardian Responsibilities:

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

and this Compact;

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

VI. 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.



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: Bronxwood Preparatory Academy	DBN: 11X514
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: 28
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

Proposed Supplemental Activity #1-AFTER SCHOOL

NYSESLAT Preparation Program:

The program is targeted for all of our 28 ELL students on all levels (beginners, intermediate and advanced). The data shows that 95% of our students struggle with the reading and writing portions of the NYSESLAT and therefore the program will provide an instructional plan that will target reading and writing skills and it will align with mandated ESL/ELA and content learning standards as well as common core learning standards. Through the primary use of a NYSESLAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. The teachers will model the use of the language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research.

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

The goal of this program is to help students meet the New York State English Language ability requirement and to improve scores on the reading and writing components of the NYSESLAT.

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

Teachers: 1 (ESL/Bilingual Certified)

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

Facilities: Regular classrooms/ESL Office

Part B: Direct Instruction Supplemental Program Information

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

Beginning time: After-school from 2:10pm-3:10pm

- One hour per session
- 34 total hours per semester
- 17 week program
- Beginning date: February 4, 2015

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

Proposed Supplemental Instructional Activity #2

Regents Preparation Program:

The program is targeted for ELLs in the 10th - 12th grade at all proficiency levels (Beginners-Advanced) who are enrolled in English and/or Social studies courses, which lead up to a New York State Regents examination and/or ELL students who have yet to pass the ELA and/or Global History/US History Regents. Regents content area teachers will collaborate with ESL teachers to provide regents based work for the program. Any English/Social studies teachers used for collaboration are at no cost to Title III. The data shows that our ELL students struggle with passing these Regents exams and therefore the program includes components of essays, research reports, creative writing; mock testing, social history research and Regents study skills. Every student in this program will receive a Regents practice guide for Social Studies and/or English and will receive Regents preparation assignments during the sessions. In addition, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Language Arts, and Global Studies/United States History Regents. The goal of this program is to equip all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards.

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

Teachers: 1 (ESL)

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

Facilities: Regular classrooms/ESL Office

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

Beginning time: After-school from 2:10pm-3:10pm

- One hour per session
- 34 hours total per semester

Part B: Direct Instruction Supplemental Program Information

- Beginning date: February 4, 2015
- 17 week program

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

Part C: Professional Development

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

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

Begin description here:

Proposed Supplemental Professional Development Activity #1

Literacy Across the Curriculum workshops: The goal of these workshops is to improve student literacy across the curriculum and prepare all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards. A literacy team at no cost to Title III, consisting of the Vice Principal, ELA Teachers, ELL Teachers, and Principal, will be set-up. This team will meet with literacy experts to discuss strategies and methodologies that are helpful in promoting literacy across the curriculum. The team will also be in charge of providing the school with appropriate age-leveled- reading materials. The team, along with the outside experts, consisting of either the LSO ELA Specialist or the Literacy Coach, will provide professional development to all staff members who are not a part of the literacy team. These workshops will support the instructional goals by providing strategies and methods that assist in teaching literacy across the curriculum specifically to struggling ELL students as well as other students inside the classroom. The workshops will give teachers knowledge on leveling reading materials and provide numerous resources for literacy/language development.

Frequency of workshops: 4 sessions

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

Measurable outcomes: observable change in pedagogical practice.

Time: After-school from 2:10pm-3:10pm

Participants: All instructional staff and supervisors.

Proposed Supplemental Activity #2 (Continuation of Professional work)

Teaching Content To English Language Learners Workshop: ESL teacher(s) will facilitate a workshop with

Part C: Professional Development

interested members of the Literacy team and will read: *Differentiated Instructional Strategies - One Size Doesn't Fit All*, by Gayle H. Gregory and Carolyn Chapman. In addition, the members of the workshop will provide professional development based on this book; each member of the team, after collaboration, will work on a part of a two hour presentation on his/her findings during the June 4th Professional development. This workshop will support instructional goals by providing teachers with strategies that can assist in teaching ELLs as well as on how to differentiate instruction inside the classroom.

This workshop will cover:

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

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

Resources: (Book) *Differentiated Instructional Strategies - One Size Doesn't Fit All*, By Gayle H. Gregory and Carolyn Chapman

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

Facilities: School Library or auditorium/classroom

Time: Meeting/Discussion/organization-Period 5, 4 hours; Professional Development-2 hours

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Proposed Parental Involvement Activity - Parental Involvement in ESL Program

The program will include after school monthly sessions between December and June, to be hosted by the ESL teachers/coordinator the Vice Principal (at no cost to Title III) and/or the parent coordinator, on topics such as graduation requirements, interpreting transcripts, how parents can help in their children's educations, and what resources are available to them and their children to succeed in school. The rationale for the activity is to allow parents to become more informed and involved in their child's education especially regarding to ELL matters. The ESL coordinator will be the provider for the parental involvement activity. Parents will be notified by mail and school mail messenger regarding the time and place of the activity.

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	_____	_____

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	421	Total number of ELLs	26	ELLs as share of total student population (%)	6.18%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	12	3	2	6	2	1	8	1	4	26

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	12	3	2	6	2	1	8	1	4	26
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1	0	0	5
Intermediate(I)										4	3	4	2	13
Advanced (A)										2	4	0	2	8
Total	0	10	8	4	4	26								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
What is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT is that most of our students struggle with

reading and writing skills. Their BICS (Basic Interpersonal Communication Skills) are generally a lot more advanced than their CALPS (Cognitive Academic Language Proficiency Skills). Patterns across the NYSESLAT modalities will affect instructional decisions in that teachers will focus on improving a student's lowest modality while maintaining and also improving their highest modalities as well. Teachers will be able to target specific areas such as reading and writing, and help improve student outcomes as well as proficiency levels.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across the NYSESLAT modalities will affect instructional decisions in that teachers will focus on improving a student's lowest modality while maintaining and also improving their highest modalities. Teachers will be able to target specific areas such as reading and writing, and help improve student outcomes as well as proficiency levels. The information extrapolated by the AMAO Estimator tool is used to by the ESL department to analyze and refine yearly goals. The data reveals that we meet the AMAO 2 goal of "achieving proficiency" however we do not meet the AMAO 1 goal of "making progress". Henceforth, one of the goals will be to meet the target AMAO 1 goal of "making progress" for the 2013-2014 school year. This encompasses 66.4 percent of students making progress on the NYSESLAT.

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

(a) Analyzing the data on ELL students suggests that our ELLs need to improve Reading and Writing skills since this represented the greatest weakness on the available testing data (NYSESLAT, LAB-R, Periodic Assessments, Acuity, Scantron Performance Series, and Regents Exams) and guidance in the Social Studies. In order to help our ELL population succeed in the content areas, Bronxwood Preparatory Academy provides students the opportunity to get after school Regents Prep help. Administration is also actively involved in the success of our ELLs by sending content area teachers to specific professional development opportunities and workshops that target the success of ELLs in the content areas. Our ESL coordinator is also actively involved in disseminating pertinent information to the teachers and administration at Bronxwood Preparatory Academy. Wherever possible, students are given the opportunity to express their opinion in the native language as well as take mandated tests in their native tongue. BPA supports the use of the native language by providing students with bilingual glossaries, dictionaries, and appropriate reading materials. We have also purchased an ELL "library" specifically oriented towards the social studies content area because the data generated by the Global Regents supports additional social studies help.

(b) The results of the ELL periodic assessments are used by teachers to analyze what modalities need the most work and to extrapolate information on struggling ELL students. Once the results are viewed and analyzed, teachers focus on strengthening weaker modalities by differentiating instruction, using graphic organizers and communicating with the ESL department.

(c) The ESL coordinator readily makes periodic assessment results available for the content area teachers. What the school has learned from past periodic assessments is that our ELL students struggle most with the reading and writing modalities. It also shows that students struggle most with reading comprehension and text interpretation. School/curriculum goals have been aligned to mitigate these struggles. BPA looks to ensure that all students receive the proper and necessary services based on analysis of assessments. Based on the 8th grade Growth report, our students performed at levels 1 and 2 in both Math and ELA; it is clear that our students need additional instructional time in both areas. Activities that are employed to assist their learning in the ELA and ESL classes are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, think pair share, brainstorming, literature circles, graphic organizers, small group instruction, readers' journals, poetry projects, teacher modeling and other techniques. We have and will continue to share the best practices for instruction and assessment which will drive instruction and future PD for ESL and content area teachers.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Bronxwood Preparatory makes sure that a child's second language development is considered in instructional decisions in several ways. First, for point of entry students, we administer both the LAB-R and Spanish LAB-R (for eligible students). Based on the scores generated from those exams we determine proper placement for the student(s) within the ESL program. Before the semesters begin, teachers are given an ESL packet, generated by the ESL coordinator, ensuring that all teachers are aware of the ESL students in their respective classes. This packet also covers some basic second language acquisition techniques and some easy to follow ESL methodologies to use inside the classroom. During instruction, the second language development is considered by using ESL teaching methodologies in the classroom such as scaffolding and differentiating instruction. Teachers are also encouraged to use content area glossaries and dictionaries in the native language to help facilitate second language acquisition. Professional development regarding

ESL teaching practices and second language acquisition skills is also ongoing at BPA.

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

N/A

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

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

Part IV: ELL Identification Process

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

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](#).)
Identification of LEP students is done by adhering to the New York State LEP Identification Process. Upon enrollment of a new admit the HLIS is administered by a counselor and licensed pedagogue. BPA makes it our policy that an informal interview is administered either in the native language and/or English. This is usually done by the counselor and/or ESL coordinator (ESL certified) . If it is determined that the student has a home language other than English and speaks little or no English an initial assessment is administered (LAB-R) by a licensed ESL teacher. The LAB-R is administered and completed within 10 school days of an eligible students' enrollment date at BPA. LAB-R results are graded and turned in to the appropriate offices on pre-determined LAB-R delivery dates. The initial screening, HLIS, and LAB-R is administered by the ESL Coordinator (Mr. Munting, MS in TESOL). If the student scores at the beginning, intermediate, or advanced level on the LAB-R the student is placed in our freestanding ESL program alongside parental approval and notification, and based on parental choice.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are informed about their child's three choices when the student is initially enrolled at our school and deemed eligible and/or identified as an ELL. The ESL coordinator (Mr. Munting) informs the parents of the program choices upon completion of the HLIS and viewing of the program choice video, which is available in multiple languages on the NYC Department of Education website. The video describes the three programs offered by NYCDOE - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). At this point the parent is given the parent survey and program selection form which is filled out and returned to the ESL Coordinator. Parents who request TBE will be informed that their names will be placed on a list for TBE programs as BPA does not currently have the mandated number of students to run a TBE program. When the list contains 20 students, in the same grade, speaking the same native language, as per CR Part 154, BPA will offer a TBE program. BPA makes it a policy to answers any questions regarding the ESL program at BPA and/or other program selections. Translation through the parent coordinator (Ms. Batista) and translated materials are available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Upon entry of the ESL program the student is required by law to take the annual NYSESLAT. Students eligible for taking the NYSESLAT are based on reports generated through ATS. Reports used for NYSESLAT eligibility include and are not limited to the RLAT, RNMR, RMSR and RLAB. The administration procedures for all four testing components of the NYSESLAT are organized and executed by the ESL department at BPA. The ESL coordinator generates NYSESLAT test invitations for every student a week or two before the approved administration period begins based on the Assessment Memorandum sent to the school from the NYCDOE Division of Accountability and Achievement Resources. Every student is given a copy of his/her test schedule a week before the administration period begins. All test schedules are also sent home via mail to ensure that parents are aware of the NYSESLAT testing schedule and the various components involved in the test. The ESL coordinator also creates a memo sent out to all faculty and staff members informing them of the NYSESLAT, testing dates, and students that are to be tested. All four components are tested based on the allotted time table given in the aforementioned assessment memorandum. Based on the score achieved on the NYSESLAT the student either continues to be entitled for ESL services or he/she enters the general education program if a level of proficiency (p) is scored. The NYSESLAT is administered by the ESL department based upon the calendar received from the New York State Department of English Language Learners. The ESL coordinator (Mr. Munting) organizes a rigid schedule that is disseminated to faculty and staff well before the actual administration of the exam. All faculty and staff are notified through memos and during weekly faculty meetings that ESL students will be testing and that these students should be excused from any classes they might be missing.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Based on the parent survey and program selection form and LAB-R/NYSESLAT, students are placed in to the appropriate program at Bronxwood Preparatory Academy at the appropriate level. The default program option for ELL students whose parent survey and program selection form is missing or incomplete is TBE. Since we do not have the required number of ELL students (20) that are

identified as having the same home language per grade level requiring ELL services and choosing either TBE or Bilingual program as their first selection on the parent survey and program selection form, students are placed in our Freestanding ESL program. Parents whose first choice does indicate either TBE or Bilingual programs are informed that we will put their student on a waiting list for their desired program when and if it were to be offered at BPA. We inform the parent that their child will be placed in the offered Freestanding ESL program and that they can petition with the NYC Department of education for a transfer to a school providing the desired program based on language needs. The trend in program choices that parents have requested over the past few years here at BPA is the Freestanding ESL program. The program model offered at our school is aligned with parental requests since they indicate Freestanding ESL services as their first program choice. Alignment between parent choice and program offering is a priority at BPA and is monitored by the ESL coordinator and school administration.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - (a) Bronxwood Preparatory Academy has a freestanding ESL program based on program choice forms and the number of ELL's enrolled in our school. We follow a push-in/pull-out mode. Students are pulled-out based on their individual needs and based on the ESL teachers' discretion.
 - (b) The program model is a heterogeneous model in that mixed proficiency levels travel together. Furthermore, all ELL students within a grade level travel together.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

(a) All advanced ELLs take 45 minutes of ELA/ESL instruction daily. They receive at least 180 ESL minutes as well as 180 ELA minutes per week through a push-in/pull-out ESL model. Likewise, intermediate ELLs are provided with at least two units of ESL instruction a week, which equals to at least 360 minutes a week using a push in/pull-out model. Beginner ELLs are provided with three instructional units per week which totals at least 540 instructional minutes. All services are provided by licensed ESL teachers. ESL teachers will be working with ELL students to meet ESL and ELA standards and to provide the mandated minutes of instruction according to students' proficiency levels.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area classes are all taught by licensed content area teachers, who have been involved in both internal professional development and have also been briefed in grade level meetings on the needs of the individual ELL students in their classes. They work to differentiate their instruction to facilitate the lower level ELLs' comprehension, and are offered help by the ESL specialists with individual cases. Content level classes are taught in English, and content area resources are provided in English. Students have access to the specialized ESL library, which consists of teaching aids in content areas, specifically focusing on Global Studies topics, an area in which ELLs have shown a lot of weakness in the past. Students are also provided with bilingual glossaries and in Regents classes teachers are strongly encouraged to give students any practice Regents work in the native tongue as ESL students have the right to take all Regents (except of the ELA Regents) in their native tongue. Students also have access to content-area individualized tutoring, as well as Regents level tutoring by ESL specialists.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are appropriately evaluated in their native language by ensuring their entitlement to translated Regents exams, glossaries and other pertinent evaluatory materials. The ESL department makes sure to disseminate memos and bilingual glossaries to content area teachers and ensures that all ELL's are provided with translated Regents exams. The Spanish LAB is also used to evaluate ELLs in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Ongoing formative and summative assessments are given throughout the year in all four modalities of English acquisition. Teachers are made aware through the ESL coordinator that the four modalities of English acquisition include reading, writing, listening and speaking.
6. How do you differentiate instruction for ELL subgroups?
- 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).

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

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

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

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

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

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

Where applicable, special education students are given resource room as a support class and also attend self-contained classes in the content areas with licensed special education teachers. All special education students are given the same instructional services as their peer general education ELLs. Our plan for ELLs who have been assessed as having special needs includes a close collaboration with the Special Education department to identify and work with their particular accommodations. These children are serviced by both the ESL department and the Special Education department, and a collaborative approach is taken to their advancement and eventual mainstreaming. Differentiated instructional techniques are used in the class to help assist the students with comprehension and understanding. Based on their IEP and collaboration with the IEP coordinator, instruction is tailored to meet the students' language needs as well as providing support with any cognitive needs the student might have. We encourage all teachers to use a variety of differentiated instructional approaches such as, but not limited to, the use of manipulatives, graphic organizers, visuals, engaging prior knowledge, rewording texts, group work, etc... AIS tutoring and afterschool tutoring is also available to all ELL special education students to help assist with homework, language needs, and any of the modalities they might be struggling with. All special education ELLs are also tested using Scantron performance series and Acuity. The results generated by these exams helps create tailored instruction for each student as well as allowing teachers to see potential gains or areas of need for each student.

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

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

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

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

Native Language Arts:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

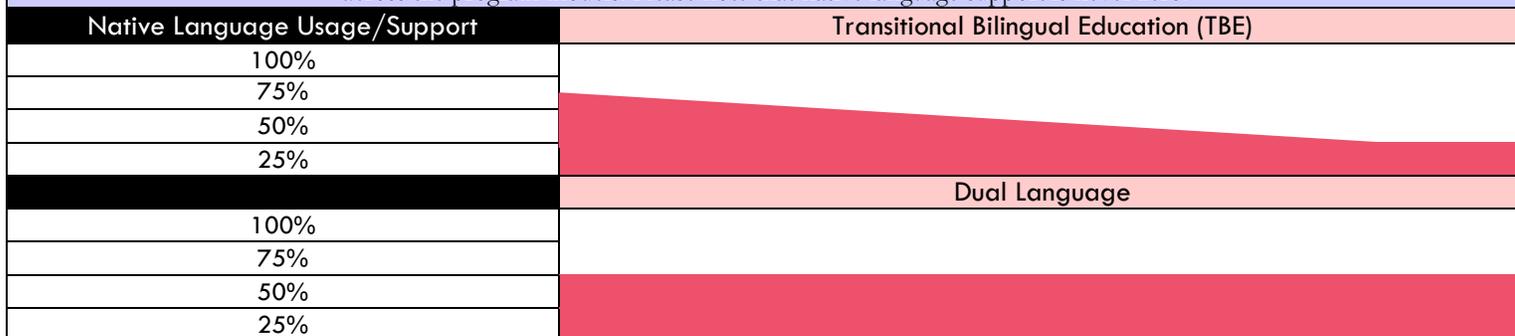
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.



	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.
- Our targeted intervention program for ELLs in Math, ELA, and other content areas includes grade level meetings with content teachers to collaborate and identify students who need extra help or are at risk; a mentoring program to provide at risk students with additional support; accessing ARIS and other technological tools to aid in developing background information to make informed decisions; and working closely with the guidance department and the inquiry team to identify and encourage alternative educational programs if the situation calls for them. Most intervention services are offered in English with the option of translations being made available when necessary. The ESL coordinator also frequently checks with the ELA, Math and other content area teachers to evaluate student progress and to monitor targeted intervention for students at risk. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT), Saturday academies, credit recoveries (during school breaks), and mandatory tutoring to pulling out specific students from content area classes targeting their Math and ELA proficiencies. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based on the AMAO Estimator tool the effectiveness of our program is split. The information extrapolated by the AMAO Estimator tool reveals that we meet the AMAO 2 goal of "achieving proficiency" however we do not meet the AMAO 1 goal of "making progress". Henceforth, one of the goals will be to meet the target AMAO 1 goal of "making progress" for the 2013-2014 school year, while continuing to meet the AMAO 2 goal of "achieving proficiency". The AMAO 1 goal of "making progress" is targeted at 66.4 percent of students making progress on the spring 2014 NYSESLAT. Considering that our program is a push-in/pull-out model, ESL specialists are readily available to assist content area teachers with pedagogical strategies inside their content area classes. The program also allows flexibility in that push-in ESL teachers can work on language development inside content area classes.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will be continuing to target full compliance with servicing our ELL population. We will continue to offer both self-contained and push-in, team teaching, models of instruction for our population. We will be offering Regents Exam tutoring services, as well as NYSESLAT Exam tutoring, for our ELL's after school, for one hour a day, two times per week (offered by the ESL teachers). PM school is also available with content teachers after the instructional day. We will also be targeting multicultural learning experiences out of the classroom with content-focused field trips, to museums and to cultural attractions in New York City. Professional development for content area teachers regarding ELL strategies will also be offered. Staff members are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are hosted by both the content-area staff members, as well as outside consultants and specialists. Staff members have also been offered the opportunity to attend the QTEL Institute for Secondary English Language Learners training offered through the Department of Education.
12. What programs/services for ELLs will be discontinued and why?
- AIS tutoring will be discontinued as we rolled the mandated 47 1/2 minutes into the working day. Classes will now be about 5 minutes longer to accommodate the 47 1/2 minutes of tutoring. The AIS tutoring was discontinued as not enough students were seeking the extra support it offered.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All school programs, during and after school, are open to our entire student body. Sports, including basketball, lacrosse, handball, and volleyball, are open to all students, including the ELL population. They are able to join any clubs being offered during and after school, including the Rugby club. ELL's are able to attend PM School and all content-area teachers offer tutoring services before and/or after the school day, which ELL's are free to attend. Supplemental services include ESL teachers pushing into content-area classes, and after-school tutoring and Regents Prep tutoring. ELLs are made aware of all school programs available to them by written and verbal communication from the ESL office in English and in the students' native language. At BPA we make it a priority that all ESL teachers encourage ELL students to join school programs allowing them to be involved in the broader school community. Parents are also advised of the options available to their child by the parent coordinator.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Supplemental materials used to support ELL learning include the use of internet in the classroom, accessing vocabulary, grammar, reading, and pronunciation related websites; audio-visual presentations in the classroom, used in combination with traditional text-based approaches to target all learning modalities; NYSESLAT Exam Preparation books; Regents Examination Preparation books;

personal teacher libraries of grade-level fiction and non-fiction books; content-specific textbooks, and library resources brought into the classroom to enrich the learning experience. ESL teachers also have audio-visual carts readily available for use to help enrich the learning environment for ELL students. ESL teachers and content area teachers have all the above mentioned resources available to them including a SIFE library, bilingual glossaries and bilingual dictionaries.

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

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

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

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

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

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

18. What language electives are offered to ELLs?

The language elective offered to ELL's at this point consists of Spanish.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

As teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing skills. This year we have and will continue to create study groups with staff members to become more knowledgeable on how to

instruct ELLs and increase their language proficiency skills through different instructional tasks.

D. Parental Involvement

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 514 School Name: Bronxwood Preparatory Academy

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

Our staff will also translate:

NCLB communications not available from the NYC DOE.

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

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

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

Our staff will interpret:

NCLB communications not available from the NYC DOE.

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

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

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

Our staff will interpret:

NCLB communications not available from the NYC DOE.

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