

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: Bronx Aerospace High School	DBN: 11x545
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 23
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Bronx Aerospace High School (BAHS) ESL program consists of 51 ELLs (English Language Learners) in grades ninth (9th) through twelfth (12th). Our ELL population makes up 11.67% of BAHS enrollment. ELLs are distributed as follows: 25 students in 9th grade, 16 students in 10th grade, 4 students in 11th grade, and 3 students in 12th grade. Based on the most recent RLAT report, 27 students were tested at the advanced level, 18 are at the intermediate level and 6 are beginners. 96% of our ELLs speak Spanish, 1.96% speak Haitian Creole and 1.96% speak French. Our ELLs are served through a freestanding ESL program with Native Language support. Some classes utilize a Collaborative Team Teaching (CTT) model, which allows teachers to work together to better serve our students. BAHS has one AP in charge of ELL, a certified ESL teacher, a Guidance Counselor for 11th and 12th grade students, including ESL students, and a Counselor for 9th and 10th grade students, including ELLs. We also have an AP in charge of special education who provides support for special education ELLs. The certified ESL teacher teaches our classes with native language support. Our Spanish certified teacher also offers Spanish and Native Language Art (NLA) support. Below you will find the three direct instruction supplemental programs that we will implement in our school.

After-school Program Global Regents Prep

Rationale: 82.61 % of our 10th, 11th and 12th grade ELL students failed or did not take the Global Regents Exam. Our ELL population encounters challenges in the mainstream social studies classroom. Learning social studies lessons requires proficiency in reading and writing in English. In addition, learning abstract concepts in social studies is another challenge faced by our ELL population. Each of the academic disciplines has its own specialized concepts and terminology that students must learn to understand content knowledge.

We will offer after-school program global Regents prep to these 19 ELL students to prepare them for the NYS Global Regents' exam in June 2015. This will help them meet graduation requirements on time. Students will attend 20 sessions (10 sessions each semester) from 4:03 pm to 5:03 pm. Each session will be one hour. Two service providers will make the content available to ESL students using instructional strategies that work best for the ELLs. The first provider will be a licensed social studies teacher and a certified ESL teacher who will push in in the after school Regents prep Global History class. The following materials will be used: Global History review books (both in English and Spanish version), articles related to Global History, Global History text, Bilingual dictionary, handouts, smart board, laptops, videos (with closed captioning if needed), graphic organizers, interactive and educational sites such as Brain Pop , Discovery Learning, and Castle Learning which is an instructional support through on line review,

Part B: Direct Instruction Supplemental Program Information

assessment and data reporting.

After-school Program Living Environment Regents Prep Class

Rationale: 100% of our 10th to 12th grade ESL students failed or did not take the Living Environment class. The science classroom is often a frustrating place for ELLs. Science has a complex vocabulary and many abstract scientific concepts.

We will provide an after-school program to 25 ESL students from 4:03 pm to 5:03 pm for 20 sessions (10 sessions each semester). Each session is one hour. Two service providers (one licensed science teacher and one certified ESL teacher) will use a variety of methods that will work best with their teaching styles and students. The ESL teacher will push in the after school Regents Prep Living Environment class. The following materials will be used: Living Environment review books (both in English and Spanish version), articles related to Living Environment, Living Environment text, models, lab materials, bilingual dictionary, handouts, smart board, laptops, videos (with closed captioning if needed), graphic organizers, interactive and educational sites such as Brain Pop and Discovery Learning.

The certified ESL teacher will assist the NYS certified Global and Science teachers and provide joint instruction. While the content teachers contribute knowledge to the curriculum, the ESL teacher brings knowledge about teaching strategies for ELLs, second language acquisition, and diverse cultures. When necessary, a small heterogeneous group of ELLs may be pulled aside for reinforcement. The General Education and ESL teachers will prepare the lesson during common planning time at least once per week.

After school Free standing ESL class

Based on RLAT report, 47% of our ELL population is at the intermediate or beginner level. Many of them received a low score in the writing and reading section of NYSESLAT. Our beginner and intermediate students are most likely in danger of failing the NYSESLAT exam in Spring. Therefore, we will provide an after-school free standing ESL class to 20 ninth to twelfth graders who were tested at beginner and low intermediate English proficiency levels. Students will attend 20 sessions each semester from 4:03 pm to 5:03 pm. Each session is one hour. This class will help improve the reading, writing, and language acquisition skills of ELL students. The language of instruction will be English. The service provider for this after-school program will be a certified ESL teacher. Materials that will be used include ESL books titled Getting Ready for the NYSESLAT and Getting Ready for the English Regents, articles and literature, notebooks for journal writing, bilingual dictionary, handouts, smart board, laptops, videos (with closed captioning if needed), graphic organizers, interactive and educational sites such as Brain Pop and Discovery Learning.

Sheltered Instruction Observation Protocol (SIOP) methodologies will be used to meet the needs of our ELL population. By following the SIOP model, effective strategies will be used to make the content material more comprehensible to ESL students. BAHS has a humanities curriculum which is rigorous and aligned to the common core standards. This curriculum fosters English language arts skills, independent reading, and US history, ELA and global history as a content area. The ESL teacher will modify the Humanities Curriculum in order to meet the needs of the ELL population. In ELA classes, students including ELLs have the opportunity to select their independent reading books. Since students have a voice in the reading process, they have greater control over what they want to learn. Students are much

Part B: Direct Instruction Supplemental Program Information

more likely to view reading as a priority when they have some ownership in the reading process.

The humanities curriculum and Living Environment will be used in conjunction with the ESL curriculum so that students are challenged and will be prepared to take the Regents exam in Global Studies and Living Environment in June 2015.

All ESL students receive Native Language support in content area classes (if needed), in foreign language class (Spanish), and in the ESL class. Our Beginner ELLs are able to read independently in their native language until they are ready to read in English. Our ELL students have access to the Global Studies textbook and the US History workbooks in Spanish if they need to use them. Some students use the English version of those books combined with a glossary or a bilingual dictionary. Furthermore, Smart Boards are used in most classrooms. Native language novels, textbooks, and books on tape are also available to better serve beginning level students. In order to prepare our ELLs for NYSESLAT and English Regents exams, our certified ESL teacher will use the books titled Getting Ready for the NYSESLAT and Getting Ready for the English Regents.

We plan to purchase more native language books, ESL software, bilingual dictionaries, and if provided with sufficient funds, a Smart Table for our beginner ELLs. These materials should help students achieve higher scores on the NYSESLAT and proficiency level. With the aid of these materials our ELL students should achieve higher scores on the NYS Regents and meet their graduation requirements.

Additional services will be available after school for 10 sessions each semester from 4:03 pm to 5:03 pm. Approximately 20 ELLs and ELLs with IEPs will have access to iLearn courses to help them make up courses they failed. They will also use Achieve 3000 in order to measure and monitor their reading lexile levels. Because these online courses are not translated in their native language, two teachers (1 ESL and 1 ISS) will co-teach the iLearn courses with a General Education teacher in order to provide our ELLs with support that includes but not limited to differentiation, targeted instruction, scaffolding and translated materials.

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:

The school provides a weekly 45-minute professional development (PD) period to support all teachers including special education and ESL. During PD, teachers created and revised curriculum map for each subject area. A PD was also provided on collaborative group protocols to engage all students, including our special education and ESL students, in group activity. During common planning time, the ESL teacher and content area teachers will have an opportunity to co-plan lessons.

Once our Title 3 program is approved, we will provide staff development to our ESL, global studies and

Part C: Professional Development

Living Environment teachers. The list of workshops will be provided by the AP of ESL and/or lead teacher who has a NYS and NYC certification in social studies. One of the workshops will be provided by the ESL certified teacher.

The following workshops will be held from 1:31 pm to 2:16 pm.

- 1) ESL Models of Co-teaching (AP of ESL and/or lead teacher) November 19, 2014 (45 minutes)
- 2) SIOP Training for Teachers Virtual Institute (SIOP Institute) November 11 to December 9 (AP of ESL and/or lead teacher or outside workshop provider) December 3, 2014 (45 minutes)
- 3) Incorporating technology in the ESL classes (AP of ESL and/or lead teacher) December 16, 2014 (45 minutes)
- 4.) Reading strategies (AP of ESL and/or ESL certified teacher) December 22, 2014 (45 minutes)

The SIOP Virtual Training for Teachers is an online, interactive workshop that will help teachers enhance instruction for English language learners. This 4-week institute consists of 11 sessions in which participants complete a series of assignments on their own schedule as well meeting as a virtual group to collaborate, discuss, and share information with their colleagues. The four live sessions are led by an expert in the topic, and one session is devoted to a question and answer session with the authors. All virtual institute participants receive electronic resources and an e-book from the best-selling series The SIOP® Model Series to support their learning (<http://siop.pearson.com/>).

The certified Title 3 ESL teacher will attend training workshops as they become available in order to keep her abreast of and current on the new initiatives and programs. She will relay the information to teachers who have ESL students in their classes during PD. In collaboration with the PD team, the ESL teacher will share best teaching practices for incorporating ESL teaching strategies into the content area. Other topics that can be covered during the PD to serve our ELL population will be as follows: Differentiation of instruction, incorporating ELL needs in to the general educator's instruction, analysis of student work, scaffolding, and data driven instruction. An ESL Coach from the network and outside workshop providers will be invited to provide training to teachers as opportunities present themselves.

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:

Our parent liaison will organize a series of workshops (see below) on best practices and ways in which the parents can support their children to improve their skills in reading, writing and acquisition of the English Language. The ESL certified teacher, Social studies certified Lead teacher and/or AP of ESL will provide the workshop whenever possible. A translator will be provided for all workshops with parents. Parents will be informed of these events via letter sent home and/or phone calls, which will be in both English and Spanish.

List of Workshops

- (1) Best practices and ways in which the parents can support their ELL children (Date to be determined, 45 minutes)
- (2) Common core standards and how ESL parents can help their students at home (Open school, March 26, 45 minutes)
- (3) How to support students with issues of cultural adjustment and second language learning (Open school, March 27, 45 minutes)

To encourage parent attendance and to put people at ease by setting a friendly, non-threatening tone for the workshops, snacks will be provided for parents.

The Bronx Aerospace ELL Parent Handbook, which is available in English and Spanish, will be disseminated to ELL parents by mail and during open school. Our counselors meet with parents of ESL students to discuss ELLs' progress, graduation requirements, and best practices to service our students. We have Spanish speaking social workers who provide socio-emotional support to our ELL students when needed.

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	_____	_____

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

Allocation Amount: \$ _____

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

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

DBN: (i.e. 01M001): 11X545
School Name: BRONX AEROSPACE HIGH SCHOOL
Principal: ERIKA C. HURTADO

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 11X545
School Type: _____ Grades Served: 9-12
School Address: 800 East Gun Hill Road, Bronx NY 10467
Phone Number: (718) 696-6010 Fax: (718) 696-6030
School Contact Person: Erika C. Hurtado Email Address: ehurtado@schools.nyc.gov
Principal: Erika C. Hurtado
UFT Chapter Leader: Giorgina Appiah
Parents' Association President: Theresa Hedrington and Vivian Cortes
SLT Chairperson: Erika C. Hurtado
Student Representative(s): Romaine Swaby and Celine Ellis

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: One Fordham Plaza, Bronx NY 10458
Superintendent's Email Address: CStaple@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718) 741-7098

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erika C. Hurtado	*Principal or Designee	
Georgina Appiah	*UFT Chapter Leader or Designee	
Theresa Hedrington	*PA/PTA President or Designated Co-President	
Vinford Michael	DC 37 Representative, if applicable	
Romaine Swaby	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Celine Ellis	Member/ Student	
Flora Figueroa-Alvarado	Member/ Parent	
Vivian Cortes	Member/ Parent	
Adriana Crisan	Member/ UFT	
Maria Pepdjonovic	Member/ UFT	
Shanieka Descartes	Member/ Parent	
Nicola Campbell	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Bronx Aerospace High School is a high school with 406 students from 9th through 12th grade. The school population comprises 29% Black, 65% Hispanic, 2% White, 2% Asian students and 2% other. The student body includes 12% English language learners and 23% special education students. Boys account for 82% of the students enrolled and girls account for 18%. The average attendance rate for the school year 2013 - 2014 was 83%.

Bronx Aerospace High School communicates high expectations to all members of the school community. Assistant principals perform the role of instructional coaches to support and strengthen teachers’ instructional practices. Using the Danielson Framework for Teachers, administrators give teachers relevant feedback, including specific and measurable recommendations for next steps to improve instruction. Teachers at Aerospace examine their scholarship reports, set goals, and develop action plans. Furthermore, they examine their own summaries of observation reports and set goals for improvement.

Bronx Aerospace High School, offers a variety of initiatives geared toward increasing graduation rates, increasing rates of college matriculation, and preparing students to graduate ready to pursue a career in the field of Aerospace Science:

- Advanced Placement Courses
- College Now / Lehman College
- Aerospace Studies
- Robotics
- After School Tutoring
- Saturday School
- Full Time College Advisor
- College Readiness Courses
- JetBlue Partnership
- NFTE Business & Entrepreneurship
- Student Clubs
- College Trips
- iLearn (Online Courses)

To communicate high expectations for student behavior and conduct, Bronx aerospace high School implements Positive Behavior Intervention and Supports (PBIS). School-wide expectations for positive behavior have been established and are clearly communicated. The “Aero Dollar” is the school’s monetary system to offer incentives for positive student behavior. Students may spend their earnings at “The Terminal”, a school store that uses only Aero Dollars.

Bronx Aerospace High School considers parents to be active partners in students’ progress toward college and career readiness; as such we have established a partnership with the School of Education Bronx Parent Center. In addition we sponsor a variety of workshops and events such as:

- Parent Curriculum Night

- Team Building
- Learning Walks
- Award Ceremonies

Bronx Aerospace High School is committed to our instructional focus of “Learning through Collaboration”. Not only are students in all classrooms engaged in group-work every day, teachers also engage in working and learning together. Teachers participate in several teams designed to promote student achievement by monitoring student learning and providing supports for students who are struggling, both academically and behaviorally. Through Circular 6, time is allocated for teams to meet on a regular basis.

Curriculum Maps Peer Feedback Groups

Teachers develop curriculum maps aligned to the CCLS, which integrates the instructional shifts for ELA and math. Curriculum maps include the learning activities, teaching strategies, and assessments, and how they align to the CCLS. Each teacher selects a “Thought Partner” and works in pairs to review each other’s curriculum map using the Curriculum Map Rubric and give each other feedback. Teachers use the feedback to continuously engage in the revision process.

Grade-level Teacher Teams

Grade level teams provide teachers the opportunity to participate in distributed (shared) leadership and to support the implementation of the Four Pillars established by New York City Department of Education to move our schools and students forward to college and career readiness. Grade Teams aim to achieve the following:

- Establishing expectations of how students learn best and how it should manifest itself in the classrooms
- Looking at student work together for evidence of our instructional focus
- Identifying students who are struggling academically and behaviorally and developing intervention plans with the support of guidance counselors and social workers
- Conduct grade level parent conferences and outreach

2013-2014:

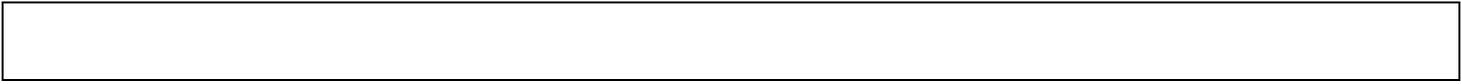
Based on the Comprehensive Assessment of the following documents: Quality Review Feedback, School Quality Guide and MOTP Overall Rating 2013-2014, Bronx Aerospace High School has exceeded at:

- Supporting and evaluating teachers through feedback using the Danielson framework and analysis of learning outcomes
- Establishing a culture of learning that communicates high expectations with supports
- Meeting Standards for students in specific cohorts earning 10+ credits

However, the data shows that there is a need for Bronx Aerospace High School to address the following issues:

- Engage Teacher teams in collaborative practices using the inquiry approach to improve classroom practice
- Develop transparent, collaborative system(s) for measuring progress towards interim and long term goals and making adjustments during the year and over time
- Develop Curricula-aligned assessment practices that inform instruction
- Align the use of resources to support instructional goals that meet students’ needs
- Implement a research-based, effective instructional model that yields high quality student work
- Improve the Graduation Rate
- Improve in the Measures Of Teacher Practice in the overall rating(2013-2014 reveals average scores of under 3.0 (effective))

After conducting a comprehensive assessment of Bronx Aerospace High School’s data and performance of the 2013-2014 school year we identified Measures of Teacher Practice, School Culture and Systems for Improvements as our priority areas of focus for the 2014-2015 school year.



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Comprehensive Assessment:

- Quality Review Feedback
- School Quality Guide
- MOTP Overall Rating 2013-2014

Strengths:

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- A culture of learning that communicates high expectations with supports
- Met standards for students in specific cohorts earning 10+ credits when compared to peer groups for grades 9 and 10

There is a Need for:

- Teacher teams to engage in collaborative practice using the inquiry approach to improve classroom practice
- Developing transparent, collaborative system(s) for measuring progress towards interim and long term goals and making adjustments during the year and over time
- Developing Curricula-aligned assessment practices that inform instruction
- Aligning the use of resources to support instructional goals that meet students’ needs
- Implementing a research-based, effective instructional model that yields high quality student work
- Graduation improvement
- An improvement in the Measures Of Teacher Practice in the overall rating(2013-2014 reveals average scores of under 3.0 (effective)

***Priority Need:**

After conducting a comprehensive assessment of Bronx Aerospace High School’s data and performance of the 2013-2014 school year we identified the following high needs area:

- Measures of Teacher Practice

Part 2 – Annual Goal

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

By June 2015, 100% of Bronx Aerospace courses will have rigorous CCLS curriculum Maps, resulting in the strategic integration of the instructional shifts, as evidenced by an increase of .20 points in the overall school wide average in at least one of the components: 1a (Demonstrating knowledge of content and pedagogy) and 1e (Designing coherent instruction).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teachers will work by department and have “Thought Partners” to engage in the feedback and revision process of curricula	All Teachers	September -June	Principal, Aps and Teachers
Teachers will modify curricula as needed and document changes three times a year by completing a curriculum modification form	All Teachers	September – June	Principal, APs and Teachers
Teachers will use the BAHS Curriculum Map Template which highlights key components of: Differentiation for SWDs and ELLs, Thinking Skills Framework, Essential Questions and is divided in unit form	All Teachers, SWDs, ELLs, Lowest 1/3	September – June	Principal, APs and Teachers
Teachers will use the BAHS Curriculum Map Rubric to evaluate and revise curriculum map with thought partner	All Teachers	September – June	Principal, APs and Teachers
Teachers will receive professional development around the Danielson Framework 1a,1e, 3b, 3c, and 3d so they can continue to norm their practice.	All Teachers	September – June	Principal, APs and Teachers
PD Committee will be made up of Teacher Leaders and Administration and will meet once a week to provide weekly PD	All Teachers	September – June	Principal, APs and Teachers
Teachers will be engage in six cycles of Learning Walks in which they will work in cohorts with different Aps for differentiated and targeted Professional development.	All Teachers	September – June	Principal, APs and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Common Planning Time will be used as Circular 6 Assignment - mon Planning Time (No Funding) - PD Committee (Per session) - Grade Team Leaders (Per session) - BAHS Curriculum Map Template - BAHS Curriculum Map Feedback Rubric - BAHS Curriculum Modification Form - Learning Walk Cycle Structure

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

November 7, 2014:

- Curriculum Maps will be submitted for 75% of all courses taught at Aerospace High School along with evidence of revisions and thought partner feedback
- Cycle 1 of Learning Walks & End of Cycle 1 Summary
- 1st round of informal observations

December 19, 2014:

- Curriculum Modification Forms will be submitted for all existing curricula to document changes made to the curriculum the first two marking periods.

December 23, 2014:

- Cycle 2 of Learning Walks & End of Cycle 2 Summary
- 2nd round of informal observations

January 9, 2014:

- Curriculum Maps will be submitted for 50% of all courses taught at Aerospace High School along with evidence of revisions and thought partner feedback.

February 13, 2014:

- 3rd and 4th round of informal observations
- Cycle 3 of Learning Walks & End of Cycle 3 Summary
- Minimum of .10 points gain in the overall school wide average score of at least one of the components: 1a, and 1e as reflected by the 4th round of Informal Observations on ADVANCE.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Comprehensive Assessment:

- Quality Review Feedback
- School Quality Guide
- MOTP Overall Rating 2013-2014

Strengths:

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- A culture of learning that communicates high expectations with supports
- Met standards for students in specific cohorts earning 10+ credits when compared to peer groups for grades 9 and 10

There is a Need for:

- Teacher teams to engage in collaborative practice using the inquiry approach to improve classroom practice
- Developing transparent, collaborative system(s) for measuring progress towards interim and long term goals and making adjustments during the year and over time
- Developing Curricula-aligned assessment practices that inform instruction
- Aligning the use of resources to support instructional goals that meet students’ needs
- Implementing a research-based, effective instructional model that yields high quality student work
- Graduation improvement
- An improvement in the Measures Of Teacher Practice in the overall rating(2013-2014 reveals average scores of under 3.0 (effective)
- An improvement in School Culture, Systems for Improvement and Instructional Core

***Priority Need:**

After conducting a comprehensive assessment of Bronx Aerospace High School’s data and performance of the 2013-2014 school year we identified the following high needs area:

- School Culture
- Measures of Teacher Practice

Part 2 – Annual Goal

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

By June 2015, 100% of all classrooms will implement the Workshop Model as a strategy to increase student engagement and collaborative learning, resulting in improvements in classroom environment as evidenced by .20 points in the overall school wide average in at least one of the components: 2a (Creating an environment of respect and rapport) or 2d (Managing student behavior) .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers will follow the Workshop Model with ongoing Checking for Understanding	All Teachers, SWDs, ELLs, Lowest 1/3	September – June	Principal, APs and Teachers
Teachers will participate in collaborative lesson planning and peer observation and provide colleague with actionable feedback that will help increase rigor and differentiation in their lessons	All Teachers, SWDs, ELLs, Lowest 1/3	September – June	Principal, APs and Teachers
Teachers will receive professional development around the Danielson Framework 2a, 2d, 1a,1e, 3b, 3c, and 3d so they can continue to norm their practice	All Teachers, SWDs, ELLs, Lowest 1/3	September – June	Principal, APs and Teachers
PD Committee will be made up of Teacher Leaders and Administration and will meet once a week to provide weekly PD. Teachers will be engage in six cycles of Learning Walks in which they will work in cohorts with different Aps for differentiated and targeted Professional development	All Teachers	September – June	Principal, APs and Teachers
Grade Team Leaders will collaborate with grade teams to plan Award Ceremonies and celebrations	All Teachers, SWDs, ELLs, Lowest 1/3	September – June	Principal, APs and Teachers
Guidance Counselors will conduct Learning Walks in classrooms of struggling students as well as Parent Learning Walks a minimum of once a month	Guidance Counselor, SWDs, ELLs, Lowest 1/3, Parents	September – June	Principal, APs and Teachers
Teachers will develop units that emphasize vocabulary acquisition, annotating skills, Socratic seminars and essay writing through the principles of The Great Books Foundation	All Teachers, SWDs, ELLs,	March - June	Principal, APs and Teachers

	Lowest 1/3		
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Part 4 – Resources Needed

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

- Common Planning Time will be used as Circular 6 Assignment
- 2 Guidance Counselors
- PD Committee (Per Session)
- Grade Team Leader Positions (Per Session)
- Learning Walk Cycle Structure
- Great Books Foundation Professional Development & Coaching Sessions

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

February 13, 2014:

- Cycle 3 of Learning Walks & End of Cycle 3 Summary
- Minimum of .10 points gain in the overall school wide average score of at least one of the components: 2a and 2b as reflected by the 4th round of Informal Observations on ADVANCE.
- Great Books Instructional Calendar / Students will experience Socratic Seminars weekly in different subject areas.

Part 6b. Complete in **February 2015.**

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Comprehensive Assessment:

- Quality Review Feedback
- School Quality Guide
- MOTP Overall Rating 2013-2014

Strengths:

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- A culture of learning that communicates high expectations with supports
- Met standards for students in specific cohorts earning 10+ credits when compared to peer groups for grades 9 and 10

There is a Need for:

- Teacher teams to engage in collaborative practice using the inquiry approach to improve classroom practice
- Developing transparent, collaborative system(s) for measuring progress towards interim and long term goals and making adjustments during the year and over time
- Developing Curricula-aligned assessment practices that inform instruction
- Aligning the use of resources to support instructional goals that meet students’ needs
- Implementing a research-based, effective instructional model that yields high quality student work
- Graduation improvement
- An improvement in the Measures Of Teacher Practice in the overall rating(2013-2014 reveals average scores of under 3.0 (effective)
- An improvement in School Culture, Systems for Improvement and Instructional Core

***Priority Need:**

After conducting a comprehensive assessment of Bronx Aerospace High School’s data and performance of the 2013-2014 school year we identified the following high needs area:

- Structures for Improvement
- Measures of Teacher Practice

Part 2 – Annual Goal

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

By June 2015, all teachers will have participated in six cycles of Learning resulting in coherent instruction as evidenced by an increase of .20 points in the overall school wide average in one of the components: 3c (Engaging students in

learning) or 3d (Using assessment in instruction).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will meet as a grade team and cohort to assess impact of Learning Walk and make revisions	Teachers	September – June	Principal, APs, Teachers, Grade Team Leaders
Assistant Principals will work in the capacity of coaches and mentors when leading cohorts by providing informal feedback, one-to-one coaching sessions, facilitating inter visitations, co-teaching and modeling best practices. Teachers will participate in six cycles of Learning Walks by evaluating, revising and adjusting each cycle’s structure to suit their needs as individual learners.	Teachers, SWDs and ELLs	September – June	Principal, APs, Teachers, Grade Team Leaders
PD Committee will analyze and monitor teacher MOTP ratings and make informed decisions develop PD Calendar	Teachers	September-June	Principal, APs, Teachers, Grade Team Leaders
Teachers will adopt a Looking at Student Work protocol to analyze argumentative writing samples of a variety of learners (gen ed, SWDs and ELLs) and articulate next steps to implement instructionally	Teachers, SWDs and ELLs	September-June	Principal, APs, Teachers, Grade Team Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common Planning Time will be used as Circular 6 Assignment <ul style="list-style-type: none"> - PD Committee (Per Session) - Grade Team Leader Positions (Per Session) - Learning Walk Cycle Structure

Part 5 – Budget and Resource Alignment

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

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Part 6 – Progress Monitoring

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

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

February 13, 2014:

- Cycle 3 of Learning Walks & End of Cycle 3 Summary
- Minimum of .10 points gain in the overall school wide average score of at least one of the component 3c and 3d as reflected by the 4th round of Informal Observations on ADVANCE.

Part 6b. Complete in **February 2015.**

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Comprehensive Assessment:

- Quality Review Feedback
- School Quality Guide
- MOTP Overall Rating 2013-2014

Strengths:

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- A culture of learning that communicates high expectations with supports
- Met standards for students in specific cohorts earning 10+ credits when compared to peer groups for grades 9 and 10

There is a Need for:

- Teacher teams to engage in collaborative practice using the inquiry approach to improve classroom practice
- Developing transparent, collaborative system(s) for measuring progress towards interim and long term goals and making adjustments during the year and over time
- Developing Curricula-aligned assessment practices that inform instruction
- Aligning the use of resources to support instructional goals that meet students’ needs
- Implementing a research-based, effective instructional model that yields high quality student work
- Graduation improvement
- An improvement in the Measures Of Teacher Practice in the overall rating(2013-2014 reveals average scores of under 3.0 (effective))
- An improvement in School Culture, Systems for Improvement and Instructional Core

*Priority Need:

After conducting a comprehensive assessment of Bronx Aerospace High School’s data and performance of the 2013-2014 school year we identified the following high needs area:

- Structures for Improvement

Part 2 – Annual Goal

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

By June 2015 The internal organization of the school will be rebuilt resulting in improvements in student achievement and school culture, as evidenced by an increase in the Systems for Improvement section of the NYC School Survey from

67% to 74%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Administrative duties and responsibilities will include instruction and areas of organization, specifically culture building and student empowerment	Support Staff, Assistant Principals, Teachers, PA, Students	September - June	Principal, APs, Teachers, Grade Team Leaders
Office spaces will be re-assigned to include a Main Office and PA Space	Support Staff, Aps, Teachers, PA	September - June	Principal, APs, Teachers, Grade Team Leaders
Grade Team Leader positions will be created to build capacity to establish grade teams	Teachers, Students , APs	September - June	Principal, APs, Teachers, Grade Team Leaders
Guidance Counselors and Social Workers will work with student cohorts	Guidance Counselors, Social Workers	September - June	Principal, APs, Teachers, Grade Team Leaders
Establish a Student Council and Youth Court	Students, Administration, Teachers, Parents	September - June	Principal, APs, Teachers, Grade Team Leaders
Implement PBIS practices in disciplinary practices	Students, Administration, Teachers, Parents	September - June	Principal, APs, Teachers, Grade Team Leaders
Hire a Dean of Students	Students, Administration, Teachers, Parents	September - June	Principal, APs, Teachers, Grade Team Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common Planning Time will be used as Circular 6 Assignment Assistant Principal Grade Team Leaders (Per Session) Dean of Students

PBIS Team (Per Session)

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

January 30, 2014:

- Increase of 10% in January Regents passing
- Cohort scholarship data of credit accumulation will reflect a difference between 5 % - 10% compared to June 2014 data
- Parent, Student & Teacher Mock School Survey will demonstrate one level of improvement in the average percent of positive responses to questions related to Structures for Improvement

February 13, 2014:

- Cycle 3 of Learning Walks & End of Cycle 3 Summary
- Minimum of .10 points gain in the overall school wide average score in component 4e as reflected by the 4th round of Informal Observations on ADVANCE

Part 6b. Complete in **February 2015.**

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Comprehensive Assessment:

- Quality Review Feedback
- School Quality Guide
- MOTP Overall Rating 2013-2014

Strengths:

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- A culture of learning that communicates high expectations with supports
- Met standards for students in specific cohorts earning 10+ credits when compared to peer groups for grades 9 and 10

There is a Need for:

- Establishing an Aerospace Program
- Teacher teams to engage in collaborative practice using the inquiry approach to improve classroom practice
- Developing transparent, collaborative system(s) for measuring progress towards interim and long term goals and making adjustments during the year and over time
- Developing Curricula-aligned assessment practices that inform instruction
- Aligning the use of resources to support instructional goals that meet students’ needs
- Implementing a research-based, effective instructional model that yields high quality student work
- Graduation improvement
- An improvement in the Measures Of Teacher Practice in the overall rating(2013-2014 reveals average scores of under 3.0 (effective)
- An improvement in School Culture, Systems for Improvement and Instructional Core

***Priority Need:**

After conducting a comprehensive assessment of Bronx Aerospace High School’s data and performance of the 2013-2014 school year we identified the following high needs area:

- Structures for Improvement
- Establishing Partnerships
- Re-vamping the Aerospace Program

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority

need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a four year Aerospace comprehensive plan will be developed and shared, resulting in at least 100 applications to the Aerospace track.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Establish Aerospace Committee	Teachers, Admin, Students	September-June	Principal, APs, Teachers, Grade Team Leaders
Establish partnership with Jet Blue and apply for SEED Program	Principal, Aerospace Committee	September-June	Principal, APs, Teachers, Grade Team Leaders
Offer Intro to Aerospace to 75% of our students to revamp interest and provide access	Principal, Aerospace Committee, Students	September-June	Principal, APs, Teachers, Grade Team Leaders
Invite Pilots as key guest speakers from JetBlue	Principal, Aerospace Committee, Students	September-June	Principal, APs, Teachers, Grade Team Leaders
In collaboration with Aerospace Committee, establish criteria for selection for year two of Aerospace studies	Principal, Aerospace Committee, Students	September-June	Principal, APs, Teachers, Grade Team Leaders
Hire Consultant to develop 4 year Aerospace Plan	Principal, Aerospace Committee, Students	September-June	Principal, APs, Teachers, Grade Team Leaders

Part 4 – Resources Needed

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

- Consultant (Per Diem)
- Aerospace Committee (Per Session)
- Pilots from JetBlue(Grant & Partnership)
- Partnership with Vaughn College

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

January 30, 2014:

- Partnership with JetBlue will be established
- 4 year Aerospace Study Plan
- Aerospace Committee will set criteria and application process for acceptance into the Aerospace Program for year two
- A minimum of 50 student applications will be received from current Aerospace students

Part 6b. Complete in **February 2015.**

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>8th Grade Reading Levels, ELA Regents Exam, ELA Credit Accumulation, NYSESLAT Data, and current MP ELA grade.</p> <p>All ninth grade students; All upper classmen who will be sitting for Regents.</p>	<p>Tutoring Saturday School iLearn</p> <p>Twice a year English Regents preparation sessions are offered to all students on Saturdays. Students are also targeted for ELA classes during Saturday Academy. In addition, students use iLearn with the assistance of an ELA and ESL content teacher to meet outcomes and be awarded credit for the course.</p>	<p>- Small Group</p> <p>- One-to-One</p> <p>- Whole Class</p>	<p>- During School</p> <p>- After School</p> <p>- Saturdays</p>
Mathematics	<p>8th Grade Math Levels, Algebra Regents Exam, Math Credit Accumulation and current MP Math grade.</p> <p>Each 9th grader receives a second Math and Science (elective) class geared towards the development of foundational problem solving skills.</p> <p>All ninth grade students and upper classmen who will be sitting for Regents.</p>	<p>Tutoring Saturday School iLearn</p> <p>Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed (during the school day) for a third sequence of Integrated Algebra to help them focus on key learning objectives. Twice a year math</p>	<p>- Small Group</p> <p>- One-to-One</p> <p>- Whole Class</p>	<p>- During School</p> <p>- After School</p> <p>- Saturdays</p>

		Regents preparation sessions are offered to all students on Saturdays.		
Science	<p>Living Environment Regents Exam, Science Credit Accumulation, and current MP Science grade.</p> <p>Each 9th grader receives a second Math and Science (elective) class geared towards the development of foundational problem solving skills.</p>	<p>Tutoring Saturday School iLearn</p> <p>Students needing to pass the Living Environment Regents exam are programmed into Biology during the school day. Twice a year Living Environment Regents preparation sessions are offered to all students' during Saturday Academy and after school. In addition, students use iLearn with the assistance of a Science and ESL content teacher to meet outcomes and be awarded credit for the course.</p>	<p>- Small Group</p> <p>- One-to-One</p> <p>- Whole Class</p>	<p>- During School</p> <p>- After School</p> <p>- Saturdays</p>
Social Studies	<p>8th Grade Reading Levels, Global and US History Regents Exam, Social Studies Credit Accumulation, and current MP Social Studies grade.</p> <p>All 11th and 12th grade students missing Social Studies Regents; All students who will be sitting for a Social Studies Regents exam.</p>	<p>Tutoring Saturday School iLearn</p> <p>Students in the 11th and 12th grade with identified needs (i.e. those not passing the Regents) are programmed into the related core class –during the school day (even those students who do not need the credits). Twice a year social studies Regents preparation sessions are offered to all students during Saturday Academy and afterschool. In</p>	<p>- Small Group</p> <p>- One-to-One</p> <p>- Whole Class</p>	<p>- During School</p> <p>- After School</p> <p>- Saturdays</p>

		<p>addition, students use iLearn with the assistance of a Social Studies and ESL content teacher to meet outcomes and be awarded credit for the course.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students with Mandated Counseling on their IEP, Behavior Intervention Plans, addictions or in need of emotional support.</p>	<p>Guidance Counseling Services are provided through: Guidance Counselors push-in to 12th grade Student Learning Communities daily. Workshops related to college planning. Walk-in counseling: counseling services are provided to individual students when needed. Individualized supports - Students who are not on track, have few credits and who are over-age are supported with customized schedules that include online learning as well as extended learning. If alternate placements are deemed mutually beneficial for all stake-holders, alternative sites are considered. Support for Struggling Seniors – Several times per week,</p>	<ul style="list-style-type: none"> - Small Group - One-to-One - Whole Class 	<ul style="list-style-type: none"> - During School - After School - Saturdays

		<p>individual and group meetings occur with 12th graders at risk of not graduating. Individual Career Plan - Transcript reviews are conducted for every student. This is done through Student Learning Communities on an individualized basis.</p> <p>The following At-risk Services are provided by our Social Worker: Mandated Counseling for Students with IEP's – Done one on one and in small groups as written in the IEP. Short Term Counseling- Conducted on a walk-in case-by-case basis. Articulation/9th Grade Transfer Counseling – Provide placement services to 9th graders and their parents who are considering a school transfer. Student Learning Communities – Students are supported through examining relevant topics of</p>		
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		<p>interest and of need (i.e. Health, bullying, etc.).</p> <p>Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to create improvement plans.</p> <p>Attendance – Provide counseling to students who are chronically absent from school.</p> <p>Referrals – Made as needed to mental health clinics and pregnancy prevention clinics.</p> <p>Mediations and addressing reports of bullying.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	N/A	N/A	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	25,000	X	15
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	N/A	N/A

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 545
School Name Bronx Aerospace High School		

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

Principal Barbara Kirkweg	Assistant Principal Natacha Seignon Ed.D
Coach	Coach
ESL Teacher Adriana Crisan	Guidance Counselor Christine Mitchell
Teacher/Subject Area Mr. Santana	Parent
Teacher/Subject Area Njeru Waithaka/ English	Parent Coordinator Ms. Purnell
Related Service Provider Ms. Texidor	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	409	Total number of ELLs	49	ELLs as share of total student population (%)	11.98%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										6	6	3	3	18
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	6	6	3	3	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	17
SIFE	8	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	24

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	13	3	2	12	5	5	24	0	10	49

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	13	3	2	12	5	5	24	0	10	49
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

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

*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										28	9	7	3	47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	29	10	7	3	49								

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)										8	0	0	0	8
Intermediate(I)										5	2	1	3	11
Advanced (A)										15	8	6	1	30
Total	0	28	10	7	4	49								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	2	
Integrated Algebra	6	0	1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	7	0	6	
Physics				
Global History and Geography	5		3	
US History and Government	3	0	1	
Foreign Language	2	0	2	
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.
Periodic Assessment
 - ELL students are administered Periodic Assessment in order to see where they are strong or need additional support. We also use the score to predict how they will perform on the NYSESLAT at the end of the year.

- BAHS administers an ELL periodic assessment in the fall and the spring semester to see where our students are in English.
- Providing students with 2 predictive exams help us determine students' strength and provide them with more support in order to become proficient in English.

ELLs with disabilities are administered the Brigance and Wilson diagnostic test to determine their reading ability.

- Teachers will also be provided with rigorous professional training in an effort to help ELL students develop in all the modalities (listening, speaking, reading, and writing).

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

After Reviewing and Analyzing the Data across proficiency levels on the LAB-R and NYSESLAT

1. Exam Analysis

- The data of LAB_R indicate that all students usually place at various when they enter Bronx Aerospace. Some students are tested and are not placed because they are proficient. The Spanish LAB data help the school determine Spanish reading level in case the student desires a bilingual program.

BAHS reviews the NYSESLAT report in all four modalities.

An analysis of student results and the patterns across proficiencies and grades

- All grade levels of the ELL population needs improvement in the modality of NYSESLAT writing.
- The concern of the need to improve on writing is being addressed in all grades and by all subject area teachers. Teachers allow students to respond to independent reading. Students write journals. All humanities teachers (English, ESL, and Social Studies) teach the writing process.
- The NYSESLAT results are used to determine instruction by the ESL team, the ESL teacher, ESL AP, Special education AP, and BAHS School Principal.
- Results are also used to provide proper programming of the ELLs

2. Data Patterns across proficiency levels (on the LAB-R)

The LAB-R is the initial exam that all students who are suspected to be eligible for ESL classes take within their first 10 days at BAHS.

- Students that are newly admitted to our school and first time US students take the LAB- R and are placed in the ESL program if they are determined to be ELLs.
- Some students return to us because they go in and out to the country. If students' score proficient, they are not placed into the ESL program.
- Based on the data from the LAB- R most new students to the US are placed in beginner classes. Others are not placed in the program when they are proficient.

Students are administered the Spanish version of the LAB-R to determine their Spanish reading levels.

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

The state did not provide NYSESLAT data this year

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. at BAHS students are provided with the Regents in the foreign language as well. Students usually have their native language version, a bilingual dictionary, and the English version. When looking at the data of LOTE in Spanish, 100 percent of our ELLs perform above 80%. In addition, data from the English regents is proof that ESL students in the 11th grade perform well.

b. The school leadership team and teachers are using results to drive instruction. Students are administered the periodic assessment twice. Once in the fall and once in the spring, students' scores help us determine students' strength and weakness. After scores arrived students' weaknesses are determined, academic measures are taken. Teachers differentiate instruction and use appropriate materials such as books and computer programs in the native language to help them improve. In addition, teachers will also be provided with rigorous professional training in an effort to help ELL students develop in all the modalities (listening, speaking, reading, and writing).

Students' native language development is supported in many ways:

- Pearson Online Interactive lessons are used by the General education teachers to support our ELL students who struggle in the content areas of mathematics, global history, US history, and science as needed by teachers with individual student.
- We support native language of students by providing them with books, dictionaries, and after school interactive online content area tutoring in Spanish.
- Saturday school is available to all of our students and many teachers provide students with test preps in their native language and

listening activities in Spanish as needed.

- Teachers use various interactive lessons to reach students, such as Brain Pop and Study Island.

- Teachers provide native language support to ELLs in many ways:

- Students can read independently in their native languages.

- Students receive Spanish instruction from a certified Spanish teacher who is able to challenge students by making them read various Spanish literature books.

- Students have Spanish and French available as foreign languages.

- Students may take content area Regents in their native language.

Native Language Support in Freestanding ESL Program

- Although BAHS does not offer a transitional bilingual education or dual language program, we support students' native language by providing them with a variety of resources such as books, after school activities, and Spanish and French classes which students can use to better develop their native language skills. However, we DO NOT have any classes that are taught in students' native languages. All of our classes are taught in ENGLISH.

c. Periodic Assessment is very important and useful because it helps the school as a whole. Teachers are developed through professional development and student data is used as tool of improvement. Periodic Assessment in the content areas is available in Spanish and English. However, the ELL periodic assessment is English only .

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](#).)

Not Applicable/ Bronx Aerospace is High School

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

Classes are taught in English only given students the opportunity to build strong English skills. BAHS uses the same Common Core standard based English curriculum in ESL and English classes. However, the teacher teaches modify the curriculum and uses an additional ESL session to support the NYSESLAT. This is done to allow students to have the same experience in ESL classes as non-ELLs in English. Students have independent reading where they read various book and literature and are exposed to American literature.

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?

Not Applicable

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

The program is successful when students are reaching proficiency in the English language. However, most of our students move up a level every year. Students are moved in different levels from beginner to intermediate, from intermediate to Advanced and from advanced to proficiency. Exam data at Bronx Aerospace High School prove that students are successful. For example, our students perform just as well on regent examination as non-ELLs; providing the ELLs are attending tutoring and Saturday School. Additionally, adequate Yearly Progress (AYP) is measured at the school level. At Bronx Aerospace, the data show that our ELLs are moving up every year. Students at BAHS achieve Annual Measurable Achievement Objectives (AMAOs) 1 and 2 for 2 consecutive years. BAHS follows the common Core Standards and all students have access to rigorous, effective, and coherent instructional programs.

Part IV: ELL Identification Process

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

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

1. Initial identification process

Home Language Identification Survey (HLIS) is given to all newly admit students to the NYC DOE public schools and their parents during admission and registration process.

If the HLIS states that the language spoken at home is not English, the child is flagged to be tested. The AP of ESL conducts an interview in English to determine if the child speaks English fluently. If it is determined that the child is fluent in English. The interview is stopped and the home language is changed to NO in ATS right away so that the child does not have to take the LAB-R. If a student is not fluent the LAB-R is administered.

For students who have been in a NYC DOE school previously, the ESL Assistant Principal reviews their historical information in ATS to determine if the student was previously an ELL and if so at what level based on the LAB-R scores. If it is determined that the student is not an ELL then the student is scheduled for classes according to his/her needs.

- Once it is determined that a student speaks a language other than English from the home language form, an interview is conducted by a certified ESL pedagogue to make sure that the student is actually an English Language Learner (ELL).

- After the interview with the ESL pedagogue/ ESL Assistant Principal (AP), the student takes the LAB-R.

- If the student scores below the passing requirement for 9th through 12th grade, depending on the grade, student is entitled to receive language support services such as TBE (Transitional Bilingual Education), Freestanding ESL, or Dual Language Program according to the Commissioner's Regulations and Part 154.

- Once it is determined that student is eligible for services after scoring eligible through the LAB_R, a parent orientation is conducted to discuss the parent choice of either ESL, bilingual education, or dual language. If parents do not show up for parent orientation of the new ESL student, the choice is defaulted to bilingual education. A letter is sent home to the parent for notification and students can be placed at a bilingual school if desired because Bronx Aerospace High School is NOT a bilingual school. BAHS offers a freestanding ESL program. However, we let parents know that if we have a minimum 20 students in one grade speaking the same language a bilingual program can be opened.

Bronx Aerospace is an ESL only school. We have a freestanding ESL program. BAHS is NOT a bilingual school. BAHS is NOT a dual language school. However, we provide Spanish support for our Hispanic students which might not be enough for our beginners. If students desire a bilingual program, we provide support them in the language and also communicate with parents and refer them to the enrollment office for bilingual placement if they are in a rush for a bilingual school. However, if students prefer to stay at BAHS in our ESL only program, an entitlement letter is sent home letting parents know of students' eligibility and ESL qualification.

- All parents are invited to come to the school for an orientation and to discuss the language learning program choices (TBE, Dual Language, and Freestanding ESL) that are available for the student. Even if we don't have bilingual or dual language program, we have to make parents aware of all choices according to New York State Commissioner's Regulations.

- At the orientation, the parent is introduced to the ESL teacher, ESL AP, and ESL guidance counselor. After the introduction of the ESL staff, the parent watches a video that is available on the DOE website. After watching the video, the parent becomes more aware of the program choices and can choose the type of language program desired for the student. The parent is informed of all the program choices (Dual language, bilingual education, and freestanding ESL) that the DOE offers. If a parent desires to go to a bilingual school, the parent is informed about the bilingual schools in the community that the child can attend.

In case newly admitted student does not understand English at all.

- When students are not able to take the LAB-R because of not speaking English—the ESL AP marks the bubble unable to answer on the answer sheet. However, if students speak Spanish, the Spanish LAB is administered to determine student's academic ability in Spanish.

The student and parent are informed once placed at any level (beginner, intermediate, and advanced) in our freestanding ESL program.

- In the case where students desire to go to a bilingual school, the score of the Spanish LAB can also be used for bilingual education program setting. If parents choose to register a child in a bilingual program, the Spanish LAB can be used to determine bilingual placement and academic level in Spanish.

The ELL Identification process must be completed within 10 school days of student's initial enrollment as per CR Part 154. Within the 10 days, the student information is also entered in ATS' ELPC function. This function is used to show the date the LAB-R was administered and the program choice of the parent. This ELPC function is available for school personnel so that they are aware of the choice of the parents and can also be used as our accountability measure.

- The ESL Assistant Principal is the designated ESL pedagogue who is responsible for conducting the initial interview to ensure that a student is tested properly and is administered the LAB-R or the Spanish LAB.

Responsibility

- The Assistant Principal of ESL administers the HLIS, LAB-R, Spanish LAB, and conducts initial interviews.
- The Assistant Principal is fluent in Spanish and French and is able to speak to students who need assistance in those foreign languages.
- The Assistant Principal is able to communicate with parents in their native language Spanish, since most of our parents speak only Spanish.
- Languages spoken by ESL pedagogues are English, Spanish, French, Romanian, and Haitian Creole.
- The AP of ESL is a teacher of ESL and is responsible to administer the LAB-R to newly admitted students.
- The AP of ESL is the only staff trained in the process of LAB-R admission, to handle and administer HLIS, and to conduct initial interviews to prospective ESL students.
- Once students are eligible and identified as ELLs, parents come in for orientation and parents sign documents.
- Documents such as HLIS, entitlement letters, parent choice are kept in the office of the AP of ESL in a designated file cabinet.

Description of the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT):

- Using the RLAT report in ATS the number of students and their ESL levels are determined based on their NYSESLAT scores of the previous year.
- Identified students are considered or identified as ELLs based on the NYSESLAT scores or their LAB- R scores.
- Newly admitted students that do not have a NYSESLAT score are identified on RLER which is an ATS program that advises ESL AP of students that need services and NYSESLAT for spring.
- Based on those two ATS reports (RLER and RLAT) BAHS is aware of all ELLs and students are programmed according to their levels (beginner, intermediate, and advanced).
- Beginner students are programmed for 720 minutes per week. They receive 3 ESL classes per day.
- Intermediate students are programmed for 480 minutes per week. They receive 2 ESL classes per day.
- Advanced students are programmed for 240 minutes per week. These students receive 1 ESL class per day. In addition, they are also programmed for regular English classes.
- The ESL curriculum taught by the ESL teachers is aligned to the English Language Arts core curriculum with rigorous standards in the students' grade level.
- BAHS has a copyrighted Humanities Curriculum used by all English teachers. This curriculum is also used by ESL teachers with the ESL curriculum.

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.

Structures are in place to ensure that all parents understand all three program choices (Transitional Bilingual Education, Dual language, Freestanding ESL) even if we only offer ESL.

Structure in Place/Entitlement Letters/Parent Notification

RLER report informs school of students in need of LAB_R and informs school of all students in need to take the NYSESLAT in the spring. RLAT informs school of school NYSESLAT levels

- Newly enrolled students have home language other than English. Student is interviewed by the ELL Assistant Principal. If student qualifies showing not enough English proficiency, student is administered the LAB-R. Student takes the LAB_R and not proficient in English. Student is entitled to ESL.
- Letters of entitlement are sent home right away. Once returned they are stored in students' permanent folders. Outreach phone calls are made to inform parents who which for a bilingual program. Those parents are invited to the school where the school administration explains the ESL programs to them. The parents are invited for an orientation to discuss the program choice that the DOE offers (bilingual, dual language, and ESL). If parents do not show up to the orientation, the choice is defaulted to bilingual education setting and the school waits to place the child if we have 20 or more students with the same language choice (based on DOE regulations). If program becomes available we inform parents. However, we would need to create a class and add an additional bilingual teacher and make required accommodations to provide the program.
- After parents make selection and sign selection survey forms and entitlement letters, the documents are kept in students' permanent records and ESL records for verification.
- Parents are invited to attend orientation meeting for all newly enrolled ESL students at BAHS where the AP of ESL provides information to parents about all three program choices (TBE, Dual Language, and Freestanding ESL). In the orientation, we discuss the programs offered at BAHS, accommodations, and graduation requirements for ELLs.
- The program and curriculum of ESL are explained to parents in flyers available in the office of English Language Learners. The EPIC case is also explained to parents in their native language of Spanish, French, and Romanian. The DOE has most of the letters available in the child's native language. Those letters are used for communication in various languages. The school also uses

translators of the DOE to translate in case BAHS staff is not able to translate into the native language.

- BAHS has a large majority of parents who receive information in Spanish since most of them only speak Spanish.
- Parents are made aware that BAHS offers a freestanding ESL program where students' native languages of Spanish and French or other are supported. We give support to all our students. All classes are taught in ENGLISH.
- Freestanding ESL is the program model at BAHS. Students are programmed to receive ESL classes. Students are taught in English by a licensed ESL pedagogue. However, if we have 20 students and a bilingual program becomes available, parents are made aware and are contacted by phone and mail.
- ESL classes follow the same structure as the other subject area classes. Classes are 48 minutes long. Teachers follow an ESL curriculum. Students are involved in independent reading. Mini-lessons are done by teachers. Students participate in small group/paired work. Finally, teachers summarize the lessons taught.
- The expectation for our ESL students is rigor, just as it is for our general education population students.
- Our ESL students finish high school with more than 44 credits because they have taken ESL courses throughout the course of their high school years which gives them more credits than the general education students.

Communication with parents:

- The AP of ESL conducts orientation of the ESL program to newly admitted ESL students and their parents.
- Freestanding ESL program is explained to parents. The AP informs parents of how students' native language will be supported. All teachers provide support to students. BAHS provides bilingual dictionaries, glossaries, and textbooks in students' native language.
- After the program is explained, parents choose and sign all appropriate forms such as entitlement letter, selection form, etc. . . .
- Expectations for students attending BAHS are explained to parents thoroughly.
- Most of our parents speak Spanish. However, some may also speak French, and Filipino. If parents speak any of these languages the AP of ESL is able to speak to parents in their native language. If AP is not able to speak to parents in their native languages, the Unit of Translation Services is reached by phone for immediate interpretation and translation.
- Based on ATS bios, and the HLIS, our students and their parents speak Spanish, French, and Filipino.

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

Reaching out to Parents

Based on current data from ATS, most of our parents are Spanish speakers and prefer communication in Spanish. Our school provides translation and interpretation services to all parents in English and Spanish. Some parents do not speak Spanish or English. Therefore, we reach out to them by phone in French, Albanian and Romanian. If there is a language that our staff members do not speak, we call the DOE's Translation and Interpretation Unit for assistance and we arrange for a translator to provide translation services. Some parents may also choose to rely on other adult translators/ companions or friends for assistance. In addition, we have an ESL brochure that is available for parents in Spanish. The brochure is filled with important information about our school; containing high school requirements and other important information such as disciplinary and safety issues.

- The Continuation of Bilingual Entitlement Services letters are also sent home by mail to parents for students who will remain in our ESL program if they did not score proficient on the NYSESLAT. Once these letters are returned, they are stored in students' permanent records.

- A letter of continuation of entitlement is sent home to every parent in the case where students score proficient on the NYSESLAT.

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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.
- The decisions of entitlement and non-entitlement are made annually once BAHS receives LAB-R scores when they are first admitted of NYSESLAT Spring scores. Once the scores are determined letters are mailed to parents for signatures. NYSESLAT or LAB-R scores reveal students' ESL status. Therefore, if students are proficient, they are not programmed for ESL class. However, if they are not proficient they are accommodated and are programmed for ESL. Once students pass the NYSESLAT, they are entitled for testing accommodation for 2 years.

The ELPC screen in ATS is also completed and updated within the 20 days by our AP of ELLs. Bronx Aerospace High School insures that all information is completed. The AP of ELLs reviews all new students' records and makes sure that all information is complete.

Once students return letters, they are kept in students' permanent records.

If students do not return the letters, copies of the original letters that were mailed are kept in students' ESL folders.

Non-entitlement letters of students who passed the LAB-R and NYSESLAT are also mailed to parents and are kept in students' permanent records in the guidance counselor's office.

Case of new ELL students

- Parents of newly arrived students are invited to attend a Parent Orientation Meeting to inform them about ELL programs offered (transitional bilingual education, dual language program, and freestanding ESL program).

- Parents are shown the online orientation video for ESL parents available on the DOE website. Based on the orientation, they choose the type of ESL program they want to enroll their child in.

BAHS English Language Learners (ELLs) Handbook (bilingual English/Spanish)

- BAHS has a published ELL handbook that is provided to parents.

- The handbook informs parents about the freestanding ELLs program that we have.

- This handbook also informs parents of students' rights and responsibilities. In addition, the handbook provides strategies to help parents reach out to their children and help them become successful in school.

- The handbook is also a tool that parents can use as a reference in order to keep abreast of the structures and requirements of ELLs at BAHS.

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.

1. The school reaches out to the parents by sending letters home and making phone calls a week. A spreadsheet is created using the RLER. The RLER has the names of all ELLs. In addition, the RLER with students NYSESLAT results is also reviewed to determine the ESL levels of all ELLs. The RNMR is also used to determine how student is doing in all four modalities (speaking, listening, reading, and writing). The modalities are listed and students' names are checked off with every completed exam. Students are also given a chance to make up for each modality if they are absent.

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. 

Parent Survey Trend

Description of Freestanding ESL Program

- BAHS offers a freestanding ESL program. This program provides intensive instruction in the four modalities of language acquisition (listening, speaking, reading/comprehension, and writing).

- This program uses the academic and cultural experiences of the student as a platform to provide the appropriate instruction in English in the appropriate grade and is in accordance with the student's NYSESLAT level.

- In addition, a freestanding ESL program is a program of instruction composed of two components, a language arts and a content area instructional component.

- Furthermore, the ESL teacher also supports students in the content areas by working closely with content area teachers to provide support to students in the native language as needed. For example, beginner students can read books in Spanish and they transition to English books as they get more comfortable with English.

TREND

- The trend at BAHS is that parents choose the freestanding ESL which is the ESL program that we offer at BAHS. If parents desire bilingual education we direct them to a suitable bilingual school. Also, if parents do not show up to orientation and pick a program, the program is defaulted to bilingual education.

- Native language class of Spanish is provided to students in order to support their Spanish abilities and increase their literacy skills in Spanish. Most of our students are Spanish-speaking. Therefore, our Spanish teacher is instrumental in supporting our students to acquire their Spanish literacy skills.

- Native language support is provided by a certified Spanish teacher. Our Spanish teacher is also able to provide instruction in Spanish as a foreign language to our General Education students.

Alignment of Freestanding ESL program and Parent Choice:

- Our parents are informed of our freestanding ESL program, ESL only during admission. According to Commissioner's Regulations Part 154, all schools must honor parent choice. Please see the link for more information.

<http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html>

- The ESL Assistant Principal takes time to explain the program in the parents' native language; if it is Spanish or French. IF the

language the parent speaks is Romanian, the ESL teacher does the translation. In our school most of the students are Spanish speaking.

- Parents come to the school after pre-registering at the district's enrollment office (OSEPO), where students are first registered before the students are sent to our school for official admission. Some students also come to us via the 9th grade articulation. This means that we get them in the 10th grade. They already know about BAHS from their previous high school.
- By the time parents/students come to our school, they are aware that BAHS offers a freestanding ESL program. However, the orientation is done anyway because if parents do not show up, the choice is defaulted to bilingual education. Therefore, the school has to put the child on a bilingual education waiting list until our school has 20 students to form a bilingual class. The better option is to refer the child to a bilingual school so that they can receive bilingual services.
- The majority of our parents have chosen freestanding ESL because they want an English only environment instead of a transitional bilingual and dual language program.
- Our parents are provided with a program selection form when they register. This information gets entered in ATS. From HIBE or the parent selection forms that are kept at the school, BAHS determines how many students are in need of a particular program.
- According to DOE regulations, all schools should accommodate and create a bilingual program if the parents desire provided that we have at least 20 students (of the same language need) in our high school requesting bilingual services. HIBE is used in ATS to keep administrators informed of parents' choices.
- Once our numbers determine that we have at least 20 students of the same native language, we can create a (bilingual) program based on the parent selection according to the Office of English Learners and the Department of Education (DOE); we have to honor parent choice. Meanwhile, if parents would like their child to attend a bilingual program, we refer them to bilingual schools that nearby their communities for placement. However, if students attend Bronx Aerospace, we provide them support and guidance and support them in Spanish.
- We are aware that some of our students need support in their native language. Although freestanding is English only; we provide students with native language support whenever it is needed.
- Beginner students are provided with additional help in the native language. Progressively students may choose to read books in English. These students read novels during their independent reading. We provide them with support in all content areas (global history, US history, mathematics and science).
- Parents are also informed and communicated in Spanish and English. All information is sent home in these two languages.

Part V: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction delivery (a-organizational model and b-program models)

The self-contained model is used. Our students travel to their ESL classes by groups depending on their NYSESLAT levels. Students are in a class regardless of grades. We try not to mix the students. However, if their schedules do not allow it we use multiple strategies in the classroom to help mixed levels. Typically, beginners are in 3 classes back to back, intermediate students are in 2 classes, and the advanced students are in one ESL class. Additionally, the advanced students are also programmed for an additional English class based on their grade levels.

 - Bronx Aerospace utilizes the Point of Entry Model in every class to introduce standard-based, Common Core Standards utilizing ESL methodologies that make academic content accessible.
 - As students increase proficiency in English, they are exposed to standards content using material at the student's reading level.
 - Students are programmed based on proficiency levels.
 - ELLs participate in after school, Saturday, Summer Regents Prep and English development programs.
 - ELLs are programmed based on the credit accumulation requirements needed to graduate.
 - Individual students have longer days based on when courses are offered.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. Placing ESL Students

 - Students are placed in the ESL program based on scores obtained on the LAB-R (initial assessment) and the NYSESLAT (annual assessment) as per CR Part 154 mandate. BAHS ensures that all students receive mandated ESL minutes.
 - According to Part CR154, all ESL students, IEP and non-IEP are to receive the following at the high school level:
 - a) Beginner students receive 540 minutes per week.
 - b) Intermediate students receive 360 minutes per week.
 - c) Advanced students receive 180 minutes per week.

Our school takes into consideration the programming guidelines and the cluster of classes that are grouped with the mandated minutes for the ESL classes.

 - The programmer arranges the schedule with the assistance of the AP of ESL in a way that students receive the mandated hours in consultation with the school.
 - Classes are 48 minutes in block of two periods; and ESL classes are scheduled following the block of classes taking into account the mandated minutes for the levels of beginner, intermediate, and advanced students.
 - a) Beginner students are programmed for a minimum of 3 units of ESL per day
 - b) Intermediate students are programmed for a minimum of 2 units per day.
 - c) Advanced students are programmed for a minimum of 1 unit of ESL per day.

During the fall semester ESL students were programmed for additional minutes because of the blocked schedule and day rotation with other content areas, students received additional minutes in ESL.

Sample of fall class schedules for (Beginner, Intermediate, and Advanced)

 - Beginner students received 720 minutes of ESL per week.
 - Intermediate students received 480 minutes of ESL per week.
 - Advanced students received 240 minutes of ESL per week.

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.

All programs for ELLs must be aligned to the Common Core Learning Standards. BAHS uses a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. ELL materials used within ELL programs are age- and grade-appropriate and supporting ELLs to meet the CCLS. ELLs in the advanced level of English proficiency also receive ELA instruction. All of our advanced ELLs are receiving ELA instruction in addition the ESL classes.

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

At BAHS, Regents Exams are ordered in English and in the student's native language every year. Students are also provided with

a word-to word bilingual dictionary to insure that they understand test. However, our students choose to complete the English version of the test and use the native language copy as a reference to help them understand.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Instruction is done using all four modalities. The ESL teacher trains students to speak, listen, reading, and writing. Assessment is prepared in all four modalities. The ESL AP communicates with the ESL teacher and assures that students are tested in all four modalities.
 - a. Diagnostic Assessment: ELL predictive Assessment. In this assessment all modalities are tested
 - b. Formative formal and informal assessment: Teacher made exams including weekly tests, midterms and finals using all four modalities (speaking, listening, reading, and writing). Teacher used the same format as NYSESLAT n finals and midterms
 - C: Frequency of Assessment: Predictive assessments are done in the fall in spring. Fall assessment is used as a benchmark to determine where ELLs are academically in English. The Spring Assessment is used to predict where students might fall on the NYSESLAT exam. Teacher uses the data during instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated Instruction of English Language Learners (ELLs)

Description of differentiated Instruction for ELL subgroups

- Classes are grouped according to ESL or NYSESLAT levels of students.
- In class, the ESL teacher differentiates instruction so that students are assisted at various degrees of proficiency levels in English based on the RLAT report on ATS.
 - A Smart board is used in every ESL and content area class. Using the Smart board, teachers are able to reach students with various learning styles.
 - The Smart board provides support for multiple learning styles and learning abilities (visual, spatial, auditory or kinesthetic).
 - The ESL teacher is able to provide small group instruction to struggling learners. In small groups, the teacher can conduct read aloud or give students small group instruction in writing.

Explanation of Instructional plan for SIFE

- Our SIFE students receive instructional support as needed. Our students read and keep reading logs of the various books that they read. Based on student logs, teachers can see where students are struggling and offer support as needed.
- SIFE students also read books based on their levels. The ESL teacher monitors progress from portfolios, notebooks, and reading logs.
 - BAHS offers a Saturday Reading Program to our SIFE students. An expert reading teacher teaches basic reading skills to our SIFE students.
 - Our school is receptive to having professional development and additional resources that work best for our SIFE population. This year, we were introduced to Failure Free Reading. We would like to try it to see if it will be a success for our SIFEs

Description of plan for ELLs in United States (US) schools less than 3 years (newcomers)

- Students who are in the US for less than 3 years are monitored closely to ensure that they are progressing accordingly in all four modalities of the English language (listening, speaking, reading, and writing).
 - Many of our intermediates and advanced students tend to perform quite well in most content area classes since we provide them with native language support within the content area. Our beginners tend to need more assistance in their native language. For this reason, beginners would benefit more from a bilingual high school.
 - Content area teachers provide native language support in many ways. Students are able to use bilingual dictionaries, glossaries, and textbooks in Spanish.
 - Some teachers use interactive online lessons in Spanish after school to ensure that newcomers understand the lesson taught in class in English. In these sessions students get to use their learning abilities such as visual, kinesthetic or auditory. When teachers use the Smart board students are able to respond faster and understand the lesson better.
 - BAHS has hired bilingual paraprofessionals to assists ELLs in native language in special education setting.
 - Our teachers are encouraged to use Pearson Online interactive instruction to help students understand skills and concepts in their native language of Spanish in math, social studies, and science.

Description of your Plan for ELLs Receiving Services 4 to 6 Years

- The plan for ELLs receiving services for 4-6 years is to increase performance in reading comprehension and writing in order to perform well on the NYSESLAT to either move up to become proficient or exit the program.
- This is accomplished by following the instructional model of the school which includes a double or block period of independent reading incorporated in the lesson plan to allow for teaching of specific literacy skills.
- Our 4-6 year ELLs also receive Special Education students who are also ELLs are programmed based on the requirement of their IEPs.

Throughout the year, students receive services based on their level. However per the state mandate ELLs students are to receive the following minutes (B=540, I=360, and A=180).

Fall 2013 ESL schedules

- Beginner students will receive a minimum of 720 minutes per week.
- Intermediate students will receive a minimum of 480 minutes per week.
- Advanced students will receive a minimum of 240 minutes per week.

Students may receive more ESL classes such as additional ESL cultural classes or language support classes. However, all students will receive mandated minutes according to the state requirement. All students are programmed and served their mandated minutes/units of ESL classes. Students are offered Regents prep courses after school in the areas of global history and living environment to help them become successful on upcoming Regents.

Long-term ELLs (students who completed 6 years)

- We provide strong instruction in reading and writing to help our long term ELLs become skilled readers and writers so that they can become proficient on the NYSESLAT and exit the ESL program.
- ESL teachers closely monitor students in all four modalities. Students are provided with small group instruction by the AP of ESL. In small group, students will be provided with writing sessions to develop specific writing skills.
- Once students exit the program, we provide them with additional support and continued modifications on exams to 2 years.

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?

ELLs Identified as Students with Disabilities

- ESL students with disabilities are served based on the recommendation of their IEPs.
- All ELLs with Individualized Educational Plans (IEPs) are programmed for ESL.
- All ESL students with IEPs receive the recommend ESL services are programmed for required ESL minutes based on state requirements.
- There is a bilingual paraprofessional in special education classes to assist ELLs and give them additional help as needed.
- Students with disabilities are programmed for ESL and receive differentiated instruction in the classroom. Students are provided with small group instruction or one-to-one instructional time. Teachers keep personal folders or portfolios on ELLs with disabilities. Students are given various worksheets that are different from the rest of the class. The portfolios are designed to gradually improve students' skills in the content area.
- All students, including students with disabilities have to take the NYSESLAT at the end of the year. Therefore, all students receive instruction in order to prepare for the NYSESLAT

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 department works jointly with the IEP team to review student's IEP and make English proficiency goals for the ESL student within the least restrictive environment. For example, if the student requires additional help or needs to be in a different setting recommendations are made. Our ELLs with disabilities are in the same ESL class as general educations ELLs. There are 3 students with an alternate bilingual Para. Those three students have alternate paraprofessionals who work with them in their content area classes. The Para professional travels with the students in all classes, including the ESL class.

The Brigance Assessments are used to diagnose students' abilities

Teachers incorporate IEP goals into daily lessons as specified by IEP. We have a small number of self-contained IEP classes. Most students are in ICT classes.

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0
Social Studies:	0		0
Math:	0		0
Science:	0		0

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

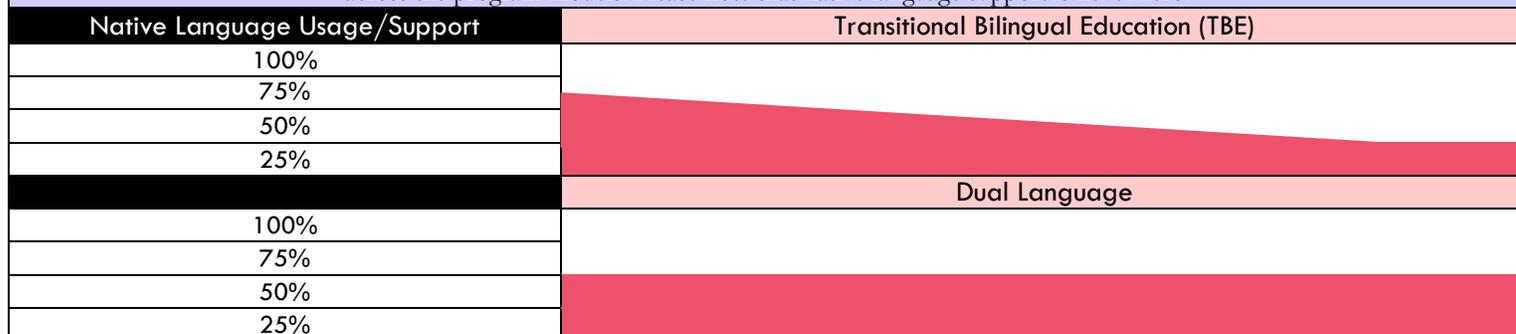
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

BAHS has a copyrighted humanities/English curriculum that is correlated to NYS Common Core Standards. ESL and NLA/FL teachers use authentic and abridged literature that is used with the US history and the English program. As students increase proficiency in English, they are exposed to the same mainstreamed textbooks as the general education population of Bronx Aerospace High School.

- Instruction is aligned to the New York State Common Core Standards. The methodology of instruction implements a balanced literacy approach to second language acquisition. This is done by implementing a whole language experience that integrates different content areas as part of the humanities thematic learning approach using the scope and sequence of the curriculum.
 - Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles.
 - Lessons are structured and designed to include the Cognitive Academic Language Proficiency Skills (CALP) of the students as a scaffold of instruction based on prior knowledge and culture of students.
 - Content area books are provided in the native language of Spanish to facilitate instruction. This also prevents students from falling behind academically in content area classes. Providing NL support helps the school prepare students to take Regents in their native languages if they choose to do so.
 - Portfolios are also kept by teachers in effort to provide evidence of student performance in the content areas.
 - Testing modifications are provided to all ELLs. ELL students receive time and a half on standardized tests. ELLs also receive instructional modification where teacher differentiates instruction and presents the lesson according to students' learning styles.
- The following interventions are used in Math, English, Social Studies, and Science

A. Targeted Intervention in English

The English, humanities curriculum is multidisciplinary. English is complimented with social studies and vice versa. This curriculum helps students understand and make connections with both disciplines. During instruction, teacher differentiates. The point of Entry model is used. Students read independently at the beginning of every lesson, with a book of their choice. During the mini-lesson, teacher captures students' attention using maps, visuals via the smart board or other available technology. In group work students have the ability to show understanding through discussion and project involvements. Eventually students are allowed to share their learning through presentations. Because of the routines followed in the English classes, ESL students are able to develop fluency, comprehension, and better reading ability. Students are able to catch up in English class regardless of ESL or IEP status.

B. Targeted ELL intervention for Math

In math teachers use several strategies in differentiated instruction to encourage, engage, and motivate ELLs. Portfolios are kept to individually follow the progress of ELLs, smart boards are used in order to capture visual learners, and lessons are kept at students' interest. Brain Pop is used along with other video clips to motivate ELLs. Vocabulary lessons are used to teach ELLs new vocabulary through PowerPoint and video presentations.

C. Targeted ELL intervention for Social Studies

In Social Studies, students have the text books available in Spanish if they desire to use them. The Social Studies teachers also use teaching videos with historical stories that connected to the lessons. Social studies is also taught on Saturdays, given the students additional opportunities for instruction.

D. Targeted ELL intervention for Science

In science visuals are used, LAB activities are used to make lessons practical. Teachers project lessons using smart boards with interesting videos.

In Earth Science teachers use the following strategies

- a. Constant repetition of main points
- b. Making connection of prior lessons and principals and re-teaching of more difficult principles for reinforcement

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

BAHS English language learner performs very well in classes. Our ELLs are mainstreamed in all content area classes; such as math, English, Social studies, science and all electives. BAHS had history result on regents of 98% and of 95% on the English regents. Our ELLs are also part of the same classes. Students are exposed to the same curriculum. However, teachers are aware that they are teachers of ELLs. Since our school has 11% ELL and many former ELL teachers use the smart board, Spanish translated books, for science, math and social studies to make sure that all students understand the content.

11. What new programs or improvements will be considered for the upcoming school year?
 Providing that we have enough funds, the arts program will continue, we are considering ordering more technology for our students. We would like to add more programs for our ELLs. The ELL teacher would like to have a library of more books available in all the languages. A smart table would be considered for the future.
12. What programs/services for ELLs will be discontinued and why?
 • All current programs in place for ELLs will continue at BAHS.
 • We plan to meet the needs of our students by providing them with all courses and training that they need to be successful in high school, college and beyond.
 • The programming of ELLs is closely monitored so that the proficiency levels are accurate and students are properly programmed.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 • Enrichment programs such as Saturday school and after school clubs are also provided to all of our students, including the ELLs in order to challenge and increase their abilities. For example, students are able to participate in robotics, art, and flight stimulation training.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 ELLs Age Appropriate Materials
 • Teachers teach lessons and use books and resources that are age and grade appropriate.
 • Teachers use Brain Pop, Study island and interactive online program that students are able to identify with since programs are age appropriate.
 • Technology is used daily and is encouraged in every classroom. Our students and teachers are comfortable and familiar with technology which makes this process workable.
 • Other required support for our ELLs may be mandated through the IEP, such as, counseling, speech and language therapy, and small group settings in classes. Our teachers use the Smart board and laptops that allow them to better develop academic and social language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 Bronx Aerospace High school supports native language by allowing students to choose independent reading books in their native language. Students are allowed to share the books in class to take part of the culture and even language. Teachers also research languages of the students and make connection with English vocabulary in the classroom.
 Although BAHS does not offer a transitional bilingual education or dual language program, we support students' native language by providing them with a variety of resources such as books, after school activities, and Spanish and French classes which students can use to better develop their native language skills. However, we DO NOT have any classes that are taught in students' native languages. All of our classes are taught in ENGLISH.
 • Research has proven that students with strong native language skills perform better in the second language. By providing our students with native language skills during their Spanish classes, students can perform better in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 Age appropriate books are used in classrooms. Students are allowed to use books of their choice. Books are not force into students. Students are very familiar with technology. Therefore, the classroom has mounted smart boards and students are highly motivated to use them. Brain Pop and other interactive instructional videos are used during instruction. Teachers use interactive video clips that are age appropriate to the students, even the textbooks are up to date.
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.
 Bronx Aerospace high School has a bridged program that is designed to mainstream our freshmen students into high school. The bridge program is a two-week program when the students get to know each other. In addition to recreational sport, students receive instruction in math and English.
18. What language electives are offered to ELLs?
 Spanish and French are offered at Bronx Aerospace High School
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)?

Not Applicable

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. Parental Involvement is very active at BAHS. Our parent coordinator is very active in getting all parents involved in school activities such as educational workshops, bake sales, multicultural shows, and food fairs. Our parents attend a monthly Saturday meeting where parents are informed of school activities. Translation is available in Spanish from our bilingual staff members. However, if translation and other languages are needed the DOE translation is contacted so that a translator is provided to come to the school for language support

2. Our school does not partner with community based services to provide workshops or services to parents. All parent workshops are provided by our staff on ARIS, mental issues, Regents preparation etc...

- ELL parents can become more involved by attending the Parent Association Monthly meeting; joining the leadership team; and by attending the ELL Orientation Center.

- Parents may also chaperone class trips and participate in multicultural events and celebrations

- BAHS' parent coordinator in collaboration with the AP of ESL, and guidance counselor program meetings and workshops to provide vital information about the school's ESL program to parents.

- There are language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The parent coordinator's role is to provide help for the parents to let them know that all forms are available in Spanish. In addition, the coordinator is in the school during the day to assist all students in place of their parents. The parent coordinator helps plan all activities; such as field trips, multicultural shows, food fairs, and senior bake sales.

In addition, the parent coordinator helps parents understand all forms below (a-p).

The following list describes the different activities or information discussed or provided to parents as part of the ELL implementations (All documents are available in Spanish or the child's home language):

- a) Letters for waiver of transfer (program selection)
- b) Description of ESL program (provision of the school's ESL program narrative that can be understood by parents)
- c) NYSESLAT assessment notification to Parents (parent accountability, NYSESLAT and regents preparation after-school/Saturday program)
- d) Parents and Teachers Association's Representative (election process dissemination)
- e) Community resources for Immigrants (inform parents about agencies within the community, legal issues pertaining to immigrants)
- f) Community and School Language Programs for Adult LEPs
- g) Graduation requirements (Regents Examinations, high school credits)
- h) Community resources (college partnerships)
- i) Health assistance (immunization requirements, outside counseling, 504, VESID, BOCES assistance)
- j) Assessment information (Regents, NYSESLAT, LAB-R, ATS, PSAT)
- k) Parental accountability (attendance)
- l) School accountability (proper placement, general education and ELL teacher training, and compliance)
- m) Translation resources for parents who do not speak English (NYS and NYC DOE Websites)
- n) Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
- o) Transition to college (dissemination of information to parents and students in different languages)
- p) Special education related to English Language Learners (ELLs)

3. BAHS has monthly meetings with parents. In monthly meetings parents, teachers, administrators share developed best practices. Meetings can provide parents with feedback as to what is working with ours students. In addition, in the meetings any current BAHS concerns are addressed and discussed. During the meeting, translation is available in Spanish from our bilingual staff members. However, if translation and other languages are needed the DOE translation is contacted by the school so that a translator is provided to come to the school for language support

The parent coordinator helps parents understand school matters and other issues that students are concerned with. She is on onsite mother for the students. She attends attendance meeting, counseling meeting, and some parent meetings. Furthermore, the parent

coordinator helps parents with all available forms. All forms are in English and Spanish just in case parents are not able to understand English.

4. Some parents need additional services. Parents are referred to the following at-risk programs below. When referrals are made, translation is available in Spanish from our bilingual staff members. However, if translation and other languages are needed the DOE translation is contacted by the school so that a translator is provided to come to the school for language support:

At-Risk Services:

- At-Risk services are currently provided by FECS, the mental health organization in our building.
- FECS Counselors meet with parents during school time.

School Guidance Counselors are also available. School Counselors send progress reports each marking period to parents to make them aware of grades.

- Counselors meet at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
- At-Risk service is also provided by school psychologist at BAHS. We have 2 social workers. We have recently hired a bilingual English-Russian school psychologist 3 days per week to provide services for our ELLs and special education population
- At-Risk service is also provided by the social worker: We recently hired a bilingual social worker, Spanish-English. The social worker is able to provide services in English and Spanish to our ELLs population. The social worker is available to our ELLs full time.
- At-risk service is also provided to our ELLs by trained guidance counselors and FECS (an additional counseling service). The hearing impaired teacher also provides academic support using sign language material to our ELLs.

D. Parental Involvement

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

1. Parental Involvement is very active at BAHS. Our parent coordinator is very active in getting all parents involved in school activities such as educational workshops, bake sales, multicultural shows, and food fairs. Our parents attend a monthly Saturday meeting where parents are informed of school activities. Translation is available in Spanish from our bilingual staff members. However, if translation and other languages are needed the DOE translation is contacted so that a translator is provided to come to the school for language support

2. Our school does not partner with community based services to provide workshops or services to parents. All parent workshops are provided by our staff on ARIS, mental issues, Regents preparation etc...

- ELL parents can become more involved by attending the Parent Association Monthly meeting; joining the leadership team; and by attending the ELL Orientation Center.
- Parents may also chaperone class trips and participate in multicultural events and celebrations
- BAHS' parent coordinator in collaboration with the AP of ESL, and guidance counselor program meetings and workshops to provide vital information about the school's ESL program to parents.
- There are language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The parent coordinator's role is to provide help for the parents to let them know that all forms are available in Spanish. In addition, the coordinator is in the school during the day to assist all students in place of their parents. The parent coordinator helps plan all activities; such as field trips, multicultural shows, food fairs, and senior bake sales.

In addition, the parent coordinator helps parents understand all forms below (a-p).

The following list describes the different activities or information discussed or provided to parents as part of the ELL implementations (All documents are available in Spanish or the child's home language):

- a) Letters for waiver of transfer (program selection)
- b) Description of ESL program (provision of the school's ESL program narrative that can be understood by parents)
- c) NYSESLAT assessment notification to Parents (parent accountability, NYSESLAT and regents preparation after-school/Saturday program)
- d) Parents and Teachers Association's Representative (election process dissemination)
- e) Community resources for Immigrants (inform parents about agencies within the community, legal issues pertaining to immigrants)
- f) Community and School Language Programs for Adult LEPs
- g) Graduation requirements (Regents Examinations, high school credits)
- h) Community resources (college partnerships)
- i) Health assistance (immunization requirements, outside counseling, 504, VESID, BOCES assistance)
- j) Assessment information (Regents, NYSESLAT, LAB-R, ATS, PSAT)
- k) Parental accountability (attendance)
- l) School accountability (proper placement, general education and ELLs teacher training, compliance)
- m) Translation resources for parents who do not speak English (NYS and NYC DOE Websites)
- n) Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
- o) Transition to college (dissemination of information to parents and students in different languages)
- p) Special education related to English Language Learners (ELLs)

3. BAHS has monthly meetings with parents. In monthly meetings parents, teachers, administrators share developed best practices. Meetings can provide parents with feedback as to what is working with our students. In addition, in the meetings any current BAHS concerns are addressed and discussed. During the meeting, translation is available in Spanish from our bilingual staff members. However, if translation and other languages are needed the DOE translation is contacted by the school so that a translator is provided to come to the school for language support

The parent coordinator helps parents understand school matters and other issues that students are concerned with. She is on onsite mother for the students. She attends attendance meeting, counseling meeting, and some parent meetings. Furthermore, the parent coordinator helps parents with all available forms. All forms are in English and Spanish just in case parents are not able to understand English.

4. Some parents need additional services. Parents are referred to the following at-risk programs below. When referrals are made, translation is available in Spanish from our bilingual staff members. However, if translation and other languages are needed the DOE translation is contacted by the school so that a translator is provided to come to the school for language support:

At-Risk Services:

- At-Risk services are currently provided by FECS, the mental health organization in our building.
 - FECS Counselors meet with parents during school time.
- School Guidance Counselors are also available. School Counselors send progress reports each marking period to parents to make them aware of grades.
- Counselors meet at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
 - At-Risk service is also provided by school psychologist at BAHS. We have recently hired a bilingual English-Russian school psychologist 3 days per week to provide services for our ELLs and special education population
 - At-Risk service is also provided by the social worker: We recently hired a bilingual social worker, Spanish-English. The social worker is able to provide services in English and Spanish to our ELLs population. The social worker is available to our students full time.
 - At-risk service is also provided to our ELLs by trained guidance counselors and FECS (an additional counseling service). The hearing impaired teacher also provides academic support using sign language material to our ELLs.

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.

Part VI: LAP Assurances

School Name: <u>Bronx Aerospace High School</u>		School DBN: <u>11X545</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Kirkweg	Principal		
Natacha Seignon Ed. D	Assistant Principal		
Ms. Purnell	Parent Coordinator		
Adrianna Crisan	ESL Teacher		
	Parent		
Mr. Santana/ Special Education	Teacher/Subject Area		
Njeru Waithaka/ English	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x545 School Name: Bronx Aerospace High School

Cluster: 04 Network: 404

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.

Chancellor's Regulation A-663 requires that all schools determine the primary language of parents within 30 days of student enrollment. Once the language is determined, parents are provided with all information from school in their preferred language.

Based on current data from ATS, most of our parents are Spanish speakers and prefer communication in Spanish. Our school provides translation and interpretation services to all parents in English and Spanish. Some parents do not speak Spanish nor English. Therefore, we reach out to them by phone in French, Albanian and Romanian through our staff. If there is a language that our staff members do not speak, we call the DOE's Translation and Interpretation Unit for assistance and we arrange for a translator to provide translation services either by phone or in person at the school. Some parents may also choose to rely on other adult translators/ companions or friends for assistance. Those parents may choose to travel to the school with their personal translator.

Bronx Aerospace High school (BAHS) makes sure that parents are kept informed with all documents in English and in the home language by using the DOE website's English Language Learners link. We have a homemade BAHS Brochure available in Spanish that is made available to parents. This brochure is filled with important information about our school; containing high school requirements and other important information such as disciplinary and safety issues

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.

After research was done through ATS, the needs of parents of BAHS need written and oral translation in Spanish. All translation documents are provided in English and Spanish. At the beginning of every school year, teachers are provided with the RLER report. In this report, teachers are provided with a copy of all English learning learners students at Bronx Aerospace. The list also includes the student's home language so that communication can be made in the parent's preferred language. Teachers are also made aware that students may be fluent in English but parents may still need a translator. Teachers are also made aware of the staff members who can help them translate in the parents' language.

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.

Bronx Aerospace has many bilingual English/ Spanish staff to meet our population. The bilingual staff provides Spanish translation to parents whenever possible. We also use translated versions of DOE documents to communicate in writing to parents in their native languages as needed. All DOE originated documentation (in parents' languages) are available and can be downloaded. When we send documents home with students, documents are sent to parents in Spanish as well to students with Spanish as home language.

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.

We have various bilingual staff members to communicate with parents in their native languages. All translation will be done by our bilingual staff or parents' personal translator. Many of our staff members speak Spanish. According to the Chancellor's Regulations, parents are also allowed to bring a friend or a companion for oral translation. If parents are in need of a language that our staff members do not have, DOE translation service is called to allow translators to come in to interpret for parents that are in need.

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>.

Bronx Aerospace fulfills Section VII of the Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services.

Bronx Aerospace provides parents with a copy of the Bill of Rights in their native languages. Translated version of the Bill of Rights is available in parents preferred language. We also have safety plan procedures available in Spanish and the other major languages used by the DOE.

Our school is welcoming to all parents. We display a multicultural poster in the building so that our parents can feel welcomed. Every documentation communicated to parents is available in Spanish. In addition, the Department of Education Website provides information in each of the covered languages regarding parental rights in the all DOE covered languages.