

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X213

School Name:

BRONX ENGINEERING AND TECHNOLOGY ACADEMY

Principal:

KARALYNE SPERLING

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Engineering and Technology Academy School Number (DBN): 10x213
Grades Served: 9-12
School Address: 99 Terrace View Avenue Bronx New York 10463
Phone Number: 718-563-6678 Fax: 718-817-7698
School Contact Person: Karalyne Sperling Email Address: Ksperling@schools.nyc.gov
Principal: Karalyne Sperling
UFT Chapter Leader: Catherine Scott
Parents' Association President: Francisco Pimentel
SLT Chairperson: Francisco Pimentel
Title I Parent Representative (or Parent Advisory Council Chairperson): Juan Lopez
Student Representative(s): Amia Diakite
Vianny Pimentel

District Information

District: 10 Superintendent: Juan Mendez
Superintendent of Schools
New Visions for Public Schools and
District 28 High Schools
30-48 Linden Place - Room 307
Superintendent's Office Address: Flushing, New York 11354
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: Tel: (718) 281-7577 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group FSC Director: Alexandra Anormaliza
Director's Office Address: 132 Livingston Street Brooklyn NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718.935.5618 Fax: 718-935-2246

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Karalyne Sperling	*Principal or Designee	
Catherine Scott	*UFT Chapter Leader or Designee	
Francisco Pimentel	*PA/PTA President or Designated Co-President	
Martha Bracereo	DC 37 Representative (staff), if applicable	
Juan Lopez/Parent	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Vianny Pimentel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amia Diakite	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Catherine Morillo	Member/ Title 1 Representative	
Matthew Woods	Member/ UFT	
Heidy Salcedo	Member/parent	
Monica James	Member/ teacher	
Lana Rutherford	Member/ co-president/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. Bronx Engineering and Technology Academy (BETA) founded in 2004 is located on the Kennedy Campus with six other schools including two charter schools. With a population of approximately 430 students 83% male and 17% female BETA faces unique challenges and has achieved great accomplishments.

BETA's mission is as follows: Bronx Engineering and Technology Academy's mission is to create a nurturing and challenging learning environment that supports students' ability to think critically, creatively and collaboratively both inside and outside the engineering and technology fields. BETA in collaboration with National Academy Foundation (NAF), Manhattan College School of Engineering, families, and community partnerships engages students in a college preparatory curriculum, which includes studies in the engineering and technology fields. Within our New York State certified CTE engineering program, engineering and/or technology is used as a lens through which everyday problems are analyzed, approached and solved. We are committed to teaching our students how to learn and think as engineers discovering the wonders and joys of learning through collaborative problem solving. It is our commitment to empower and prepare students to become technologically literate citizens with the skills necessary to succeed at the university level, in any field of choice. Students are equipped with the knowledge, skills, and ethical values necessary to assume leadership roles in an increasingly global, technological, and culturally diverse society.

BETA is a fully inclusive public high school serving all students in the general education classroom with the supports of co-teaching as well as push-in and pull-out services for English language learners and students with special needs. With 22% of the population receiving special education services and 14% of the population receiving English as second language services, making sure all students' needs are met within the general education classroom is a challenge. We have a large support staff, who not only service the students, but also support their colleagues in lesson planning, instructing and assessing the needs of the students. This is indeed both a challenge and a strength.

2. BETA is proud to be a National Academy Foundation school with an Academy of Engineering and Academy of Information Technology. Our Engineering and Technology programs fostered internship partners over the past year including: Pencil, Cushman & Wakefield, Tech-bridge, Camp Interactive, Girls who Code, Architecture - Construction-Engineering (ACE) and National Society for Black Engineers (NSBE). Our NAF Board of Directors also includes partners from Pace University, Manhattan College, Year -up In June 2014 the first 5 CTE diplomas 14 were granted for 2015. Building, maintain and fostering these partnerships to provide internships, both paid and unpaid, as well as opportunity for exposure to college and career readiness experiences both out in the field as well as in the classroom has been a great challenge and success.

Our primary support organization is our affinity group, New Visions for Public Schools. We are currently involved in multiple NV programs to support our curriculum: A2I for mathematics, Global Studies Pilot, Living Environment Studies Pilot, as well as the Blended Learning Community. BETA is proud to be in its second year of the Chancellor's Learning Partner Program initiative. These programs combined with AP classes, College Summit for grades 9-12 as well as courses offered at Lehman College through the College Now program support BETA's vision of college and career readiness for all.

Over 2014-2015 we grew our technology program incorporating a new curriculum which culminates in an AP Computer Science course. We also incorporated the goal of every student graduating from BETA knowing how to code.

3. This past year we focused on the ELEMENT of "collaborative teachers". Our school took part in a series of 4 whole school inter-visitations. Our grade teams grew stronger moving from looking at student work to taking this work and

completing Inquiry projects in the Spring term which included action plans and follow through for those students assessed. As members of the Blended Learning Community through New Visions and our second year in the Chancellor's Learning Partners Program our teachers went outside of BETA to bring back ideas from other teachers practice as well as other schools cultures. As a Principal with my Assistant Principal these inter-visitations were beneficial for us, as we also bright back ideas to the community and to our cabinet. For next year we would like to work on the ELEMENT of fostering "strong family-community ties" .

10X213 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	422	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	3
School Composition (2013-14)					
% Title I Population	76.3%	% Attendance Rate			80.3%
% Free Lunch	78.6%	% Reduced Lunch			5.2%
% Limited English Proficient	14.5%	% Students with Disabilities			22.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			30.5%
% Hispanic or Latino	62.4%	% Asian or Native Hawaiian/Pacific Islander			5.5%
% White	0.5%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.57	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			9.73
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	41.5%	Mathematics Performance at levels 3 & 4			53.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	77.5%	% of 2nd year students who earned 10+ credits			74.2%
% of 3rd year students who earned 10+ credits	60.4%	4 Year Graduation Rate			60.0%
6 Year Graduation Rate	77.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

1.2 on Quality Review Rubric the school was rated developing for 2014- 2015

* Assessment of MOTP indicates that teachers need to be given support/resources to increase ratings in the areas of 1e Designing Coherent Instruction and and 3d Engaging students in learning

* Data from 2014 - 2015 as of June 2015 show Credit accumulation data for the 2nd and 3rd year students to be below standard at 66.3% for 2nd year students and 43.2% for third year students

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 improvement in teacher effectiveness, through the understanding of what “engaging and rigorous instruction” looks like, will be demonstrated through at least 10 teacher facilitated Professional Developments centered around the 8 Danielson components used for evaluation. This will be assessed through formal and informal observations and feedback by both peers and supervisors throughout the year and recorded in beginning of the year teacher goals, mid year benchmark and end of the year summative conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Professional Development Team will analyze last year's PPO and QR as well as the fall Mock Quality Review done by our support network to target areas that need improvement in teacher effectiveness leading to "engaging and rigorous instruction" during weekly 80 minute PD session	All Pedagogues	September 2015 – June 2016	Assistant Principal and the PD Team
Once a week Professional Work time will be designated for conferences with team teachers and ESL professionals to modify and support lesson planning.	All Pedagogues	September 2015 – June 2016	Assistant Principal
SLT and Parents' Association meeting will inform and empower parents around what rigorous instruction looks like, what assessments and assessment results mean and the targets that our student population are working toward academically.	Whole Community	July 1 st 2015 - June 2016	Principal and The Guidance Team

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>TL Fair Student Funding is used to staff pedagogues including special education and ELL staff who support the teacher teams in reaching this goal. This same funding source funds our Peer Collaborative Teacher who runs the professional development team as well as school peer inter-visitation cycles. Additionally, per session funded with contract for excellence is used to send teachers to outside professional development. Title I SWD is used to cover teacher absences for teacher who are in the New Visions A21 math program as well as NV Living Environment and Global Curriculum programs. Contact For Excellence per session is used for these departments to meet and plan with the New Visions coaches for the programs.</p>
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress monitoring will take place in the teacher/observer mid-year check-in meeting in February 2016 Advance reports will be analyzed to evaluate whether there is a 5% increase in the number of teachers rated effective or highly effective in domain 3c.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

1.2 Pedagogy from QR – Differentiation for ELLS and Students with special needs was not evidenced to the level of effective

* Collaborative time for teachers and their team teachers to meet was not effective

* Teachers fall more into the one teach - one assist model - which is not always effective for all lessons

* With the majority of students with special needs in the ICT program. Students need to be moved into the least restrictive Resource Room when Team Teaching is no longer the most effective support for the student.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will program 100% of all students with IEPs into the Least Restrictive Environment (LRE), in accordance with their needs, to ensure student engagement in rigorous learning activities that will improve achievement by June 2015. Within this LRE all students will receive differentiated materials and/or task as determined through data driven needs assessments when deemed necessary.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
SIT Team will lead at least three Wednesday 80 min PD's and strategies to support SWD	Whole Staff	September 2015 – June 2016	SIT Team
ESL coordinator along with the SIT Team (of which he is a member) will support at least two 80 min PDs to support ELLS	Whole Staff	September 2015 – June 2016	SIT Team
Weekly 40min Professional work time will be dedicated to pedagogues meeting with members of the SIT team to support and modify (review and revise) lesson plan development.	All Pedagogues	September 2015 – June 2016	Assistant Principal
Parent meetings specifically developed for students with special needs and English Language Learners will take place each term to provide support, collaboration and guidance to families.	Whole Community	September 2015 – June 2016	SIT Team and Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
TL Fair Student Funding is used to staff pedagogues including special education and ELL staff who support the teacher teams in reaching this goal. This same funding source funds our IEP Teacher who runs the SIT Team. Additionally, per session funded with contract for excellence is used to send teachers to outside professional development. Title I SWP is used to cover teacher absences for teacher who attend outside training in meeting the needs of students with disabilities and ELLs. Contact For Excellence per session is used for these departments to meet and plan with the Affinity/New Visions coaches for the programs. Contract for Excellence as well as Title I SWP are used for any materials needed to support diversity in learning.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

100% of the students with IEP students will be scheduled according to their IEPs by February 2016. Progress monitoring will be done through the observation of collaborative teachers by an Assistant Principal who is over seeing the program. The Assistant Principal will also be organizing the meeting of ICT team teachers to meet in a rotation on Tuesdays after school professional time. The progress will be additionally monitored through the teacher/observer mid-year check-in meeting in February 2016 and again at the end of the year conference in June 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Bronx Engineering and Technology Academy has effective working teams.

* Grade Level Teams

* Department teams

* Attendance Team, Activities Team, SIT Team, Senior Students Team etc...

* Needs assessment determined that departments need to have a Regents Improvement Action Plan in place.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 Department Team Leaders will have taken an active role in assessing data and formulating action plans, for 100% of their teachers, to support student growth not only on assessments but with class passing rates.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul 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 promote teacher-parent collaborations to improve student achievement. 	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?
Departments will use data provided through the Regents Data Analysis tool from New Visions	All students sitting for regents in 2015 - 2016	October 2015 - June 2016	Principal and Assistant Principal
Departments will develop action plans to be carried out after school on Wednesdays and Thursday from 2:30 - 4:30	All students sitting for regents 2015 - 2016	October 2015 - June 2016	Principal and Assistant Principal
Community will take part in a scheduled and planned schedule of mock regents and analysis of these regents	All students sitting for regents 2015 - 2016	October 2015 - June 2016	Principal and Assistant Principal
lep Coordinator and ELL coordinator will provide supports and insight into the action plans for each department	All students sitting for regents 2015- 2016	October 2015 - June 2016	Principal and Assistant Principal
Parent Coordinator and Parents Association will help with outreach as well as incentives to increase student attendance.	All students sitting for Regents exams 2015- 2016	October 2015 - June 2016	Parent Coordinator,

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
TL Fair Student Funding is used to staff pedagogues including special education and ELL staff who support the departments in reaching this goal. Additionally, per session funded with contract for excellence will be used to run the after school Regents Program on Wednesdays and Thursdays from 2:30 - 4:30. Contact For Excellence per session is used for these departments to meet and plan with the New Visions coaches for the programs. Contract for Excellence as well as Title I SWP are used for any materials needed to support diversity in learning. It is planned to enlist the PTA to help in providing student incentives to increase participation in the program.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Department team leaders will utilize scholarship reports for the first term and January 2016 item analysis and regents performance data to revise action plans for each department.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

BETA is challenged to set up more leadership roles for staff members. A Team leaders and Department leaders need opportunities to lead and work with administration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 each department Team Leader will have successfully implemented the Regents Action Plan for 100% of their teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Positions will be created, in which if approved by the board, a BETA teacher will assume the role of model and/or master teacher.</p>	<p>BETA Community</p>	<p>September 2015 - August 2016</p>	<p>Principal</p>
<p>COSA, Student Council Leader and Testing Coordinator Leadership Positions will be continued and refined to have clear expectations and goals</p>	<p>BETA Community</p>	<p>September 2015 - August 2016</p>	<p>Principal</p>
<p>Department Leaders will have more responsibility including meeting with the administrative cabinet once a month to report back on their Regents Passing Rate action plan progress</p>	<p>BETA Community</p>	<p>September 2015 - August 2016</p>	<p>Principal</p>
<p>The two guidance counselors and social worker will become part of the administrative cabinet and take on leadership roles within the school throughout the 2015 - 2-16 school year</p>	<p>BETA Community</p>	<p>September 2015 - August 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human resources will be leveraged to fill these leadership roles as well as instructional resources. Additionally, Model teachers schedules will be modified per UFT contract.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitoring will utilize mock Regents item analysis and January 2016 item analysis and regents performance data to revise action plans for each department.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

* Parent involvement is below 15% at Parent Association meetings

* Parents involvement is at 60% for parent/teacher conferences

* Many incentives and programs have been offered with no change in turn out

* Needs assessment and new plan in place for 2015 - 2016

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2016 Parents' Association meetings will show an increase of 55 over the 5% turn out rate of 2014 - 2015 and an 8% overall increase by June.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
New Parent Coordinator will start an email bank and send out email blasts in addition to the already in place phone messenger announcements as well as on the BETA website www.betahs.com	Parents	Beginning September 2015 and continuing through the school year until August 2016	Parent Coordinator assisted by Technology Coordinator
PA Meetings will be moved to Saturdays	Parents	October 2015 - June 2016	Principal Sperling
Parents will be asked to volunteer in the school to assist in various school activities, such as multi-cultural day and celebrations	Parents		
An increase in one - to one phone calls will be made for events and programs offered	Parents		
Life - time learners language lab will be continued	parents		

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy through hiring of staff that support the programs. Parent involvement funds through Title I SWP - ELL programs offered will be supported through Title III LEP. Contract for Excellence per session will be used to support teachers and counselors to come out on Saturdays to participate in the PA meetings whenever possible.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitoring will occur through the assessment and record keeping of parent sign in sheets for all parent related activities throughout the year. Parent surveys through survey monkey will be given out twice by the parent coordinator to assess parent needs throughout the year. Additionally, phone messenger records will be assessed to determine the rate at which phone numbers are updated.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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>Students in the schools lowest third in English according to 8th grade scores</p> <p>fall Gates - McGinitie testing for other designated as at risk through teacher assessment</p>	Achieve 3000	Double English period 9th graders and after school	During the day and after school
Mathematics	Students in the school slowest third in mathematics according to their 8th grade scores	Transitions to Algebra	<p>9th graders in lowest third will do one year of transitions to algebra program supported by New Visions and then into A2I their second year of Algebra</p> <p>After school tutoring from the math department twice a week to target students assessed by teachers to be struggling</p>	<p>During the school day</p> <p>After school tutoring</p>
Science	Students in the lowest third	New Visions' Living Environment Curriculum Program with coaching and supports	Group Class	<p>During the school day</p> <p>Achieve 3000 after school</p>

		Achieve 300 to support reading and writing		
Social Studies	Students in the lowest third	New Visions' Global Curriculum Program with coaching and supports	Group Class	During the school day Achieve 3000 after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in Crisis	1. Crisis Intervention Counseling 2. Peer mediation 3. Respect for All	one - one and email group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
Our school actively recruits teachers with the help of our Affinity Group, New Visions For Public Schools. New Visions' screens candidates prior to referring them to us for consideration. We also utilize our Affinity Group/ New Visions CFN Human Resource Director to assist in the search for candidates. We also consider candidates who apply through the NYC DOE New Teacher Finder, NYC DOE Open Market system. Our retention is achieved by providing teachers with ongoing support and professional development opportunities including support network PD offerings and professional development offered by some of our external partners including college board and college summit.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Per-diem is used to cover staff when out for Common Core PD. Grants are used to pay teachers per-session to complete common core work: Example the A2I New Visions Grant for Mathematics Common Core Units of study. Title III money is used to support teachers of English Language Learners in completing the common core requirements. Funds are used to ensure our special education students have the benefit of team teaching to support them in their common core work. Team teachers are expected to have knowledge of and teach through the common core learning standards as well. Funds are used for hiring as well as materials in support of this goal.
Technology PD is through CODE interactive and Engineering through NAF (National Academy Foundation) and PLTW (Project Lead the Way)

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The teachers take part in both the MOSL team as well as the PD TEam. In these teacher teams, teachers make informed choices concerning assessments used throughout the school year.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	323,772.00	X	Section 5 a,b,c,d,e
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5 a,b,c,d,e

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,618,826.00	X	Section 5 a,b,c,d,e

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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. C , 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 Engineering and Technology Academy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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 Engineering and Technology Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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: _	DBN: <u>10x213</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

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: _

Program: Lifetime Learners Language Lab and Achieve 3000

Rationale: ESL students struggling with oral and written language as assessed through teacher anecdotal, grades as well as most current NYSESLAT Scores. Achieve 3000 assessed through Gates- MacGinitie Reading test and followed by Achieve 3000 assessments

Schedule and Duration: On Thursdays after school from 3:30 - 5:30 the Lifetime Learners Language Lab is taking place in the computer lab. On Mondays 3:30 - 5:30 the Achieve 3000 program is taking place. Students, parents and BETA staff will work on the Rosetta Stone Language Program to improve language instruction. Achieve 3000 will be ESL and Non ESL students mixed. This will take place from September - June.

and Types of Certified Teachers: Mr. Woods the ESL coordinator (certified ESL) as well as Ms. Jones (Certified Special Education), Special education teacher and often times Principal Sperling, (also a certified Special Education teacher) will be supporting the work. Ms. Karatzis Special Education and English Certification) will also be present on Mondays to support the Achieve 3000 students.

Language of Instruction: Instruction will be in Majority, Spanish, Bangali and English. We are currently looking for a similar program that offers Bangali as Rosetta Stone Suite did not offer this. The students will be a mix of Beginner and intermediate as tested on the NYSESLAT. Teachers and supervisors will receive per session at the current rate. Achieve 3000 will be only in English.

Materials: Rosetta Stone, Achieve 3000, general classroom supplies, computers, headphones

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: _

Rational: According with Jose P. laws our staff receives at least 80 min of ELL PD twice a year.

Teachers who receive training: Mr. Woods, ESL coordinator attends approximately 6 PD's yearly. Mr. Woods turn-keys these PD to the staff in our Wednesday PD's

Mr. Woods Trainings: He will attend 6 throughout the school year offered by various institutions and organizations.

PD's as of December 15th 2014 for Mr. Woods:

Fordham university LincIn Center Close Reading for English Language Learners Grades 6-12
October 22, 2014

44th Annual NYS TESOL Conference

Part C: Professional Development

Empowering ELLs: Equity, Enrichment

Hilton Albany

November 14- 15 2014

- NYS/NYC Regional Bilingual Education Resource Network at Fordham University Close Reading
December 1st 2014

- Staff Trainings by Mr. Wodds and the SIT Team (School Intervention Team):

- November 12th Wednesday 2:20- 3:40 (Learning Environment, Student Voice, & Differentiation)
ESL Differentiation - what does it look like

December 3rd Wednesday 2:20 - 3:40 ICT teaching and ESL push-in/pullout supports

- March 11th 2015 ESL and Special education who are we? What does our data say? How can we improve our strategies?

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Part D: Parental Engagement Activities

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

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

Begin description here: _

Rational: For parents to learn along side their students as and community, for ESL parents to support each other through the high school process

Schedule and Duration: On Thursdays from 3:30 - 5:30 the Lifetime Learners Language Lab is advertising for parents to take part in this learning opportunity with their students taking place in the computer lab.

Additionally 2 yearly ESL parent meetings will take place to offer outreach of community service information as well as Bronx Engineering and Technology Academy high school offerings such as : JFK Presbyterian Health Center, Community drug programs as well as all of the after school activities provided at Bronx Engineering and Technology Program, College Supports through our college summit program (including FASFA, SAT prep classes, the college process etc, drug and free mental health and addiction support fro adults and students, free tax services, etc

- Topics to be covered: Here students, parents and BETA staff will work on the Rosetta Stone Language Program to improve language instruction. Mr. Woods the ESL coordinator as well as Ms. Jones, Special education teacher and often times Principal Sperling, also a certified Special Education teacher will be supporting the work. Language of instruction will be majority English, Spanish, Arabic and Bengali.

-

Part D: Parental Engagement Activities

Name of Provider: Mr. Matthew Woods ESL coordinator

-
Notification: Parent Coordinator, Diana Pina will be sending out phone messages as well as informing them at parent teacher conferences as well as at the bi-yearly ESL parent meeting.

-
 -
 -
 -
 -

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 213
School Name Bronx Engineering and Technology Academy		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Karalyne Sperling	Assistant Principal Richard Dixon
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Matthew Woods	School Counselor Dozene Fletcher
Teacher/Subject Area Kim Jones	Parent Francisco Pimentel
Teacher/Subject Area Santonyo Bangali	Parent Coordinator Margarita Brice
Related-Service Provider Diana Negrón	Borough Field Support Center Staff Member Samual Rodriguez
Superintendent Juan Mendez	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	422	Total number of ELLs	35	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	11
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	12

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14	5	3	9	1	4	12		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
Bengali														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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										14	7	5	3	0
Chinese														0
Russian														0
Bengali										1	1			0
Urdu														0
Arabic														0
Haitian														0
French													2	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	1			0
Emerging (Low Intermediate)										4			1	0
Transitioning (High Intermediate)										3	1	1	2	0
Expanding (Advanced)										7	6	4		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										8	3	4	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5		1	
Integrated Algebra/CC Algebra	16		7	
Geometry/CC Algebra	3		1	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	15		7	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	17		4	
Geography				
US History and Government	4		3	
LOTE	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Results from NYSESLAT and Achieve 3000 are being used this year. Last year we also used the Gates McGinitie in both the beginning and end of the school year. The ESL teacher uses teacher made assessments to determine reading comprehension. The insights that the Gates, and Achieve provide are reading lexiles. The NYSESLAT gives us the four modalities listening, speaking, writing as well as reading skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The 35 ESLs this year range from Entering to Expanding with a few additional ELLs who tested out as commanding but still being serviced by the ENL instructor. Speaking and Listening appear to be strengths of our ESL students with the majority needing support in reading and writing with writing being the most challenging modality.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We analyse the AMAO tool data and adjust instructional supports accordingly. The ENL teacher shares important information from the tool with the students content teachers in team meetings. ENL now has moved more toward an integrated model rather than pulling ENL students out for services.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - The majority of our ESLs are tested in English. Some will use a copy of the test in their home language for clarification support but complete the exam in English.
 - The SIT team reviews the ELL periodic assessment results (as well as the sped periodic assessment result) and shares this information with content teachers along with the best practices for supporting the students progress.
 - Through use of the data we are learning that ELLs, along with our lowest 3rd and speds, are in need of social emotional

support to encourage their attendance in after school tutoring as well as general attendance. Their scores reflect the need for additional school time to master the skills needed for success. Time appears to be an issue, as they need to out in order for ESLs students to achieve cognitive academic language proficiency (CALP) they need to put in the extra time.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
The SIT team discusses the ENL students weekly at the SIT team meeting. The "BETA lesson plan" indicates for each teacher, for each lesson, who the ENL students are and how they are being supported/ scaffolded/accessible/supported. In Accordance with Jose P laws all teachers receive professional development throughout the year on how to best serve ESL students. Additionally, our ESI coordinator attends many PDs and conferences to stay up to date on what can and should be offered to staff and students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?Paste response to questions here: N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Steady English Language development as measured by the NYSESLAT. Additional marking period grades, conferencing, credit accumulation and regents passing rates are all considered.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Students are issued the HLIS during their admittance when entering BETA. If the home language indicated is OTE and they are new to NYC school system then the NYSITELL is given. Matthew Woods, ENL teacher, is the responsible party for this process with Ms. Nesmith, school secretary in charge of admissions.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE is identified through the ATS ESL reports as well as our school used the New Visions Student Data Sorter. If a new admit is entered then a SIFE questionnaire and interview is completed by the BETA ENL teacher, Mr. Woods. This is completed within 30 days. The questionnaire includes inquiries to determine SIFE status including last education "when?", "where?", "how?", "who?".
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Students who are newly enrolled with IEP or IEP w/ ESL (SPELLS) are reviewed by the SIT team which includes members of the LPT team (Matthew Woods, ESL Teacher/Coordinator, Ms. Jones IEP Teacher, MR. Dixon AP of Special Education and School District Administrator, Fransisco Pimentel, Parent Member, Social Worker, Diana Negron (also the interpreter) as well as other professionals review the students program and services as well as needs and ensure that the proper services are being provided. The Appendix of EPRG for SIFE identification is used. The student recommended placement is immediately following the evaluation and the family has 20 to reject the placement and services.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Matthew Woods, ESL coordinator, ensures these letters go out following his testing and scoring of the exam. The letter is sent specifically indicating whether the student is now entitled or not and is sent home in the language indicated on the HLIS form.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Newly identified ESL students are given the opportunity to watch the film and be given all manuals and have their rights explained when newly enrolled to the school. Parent Association meetings have been held for ENL students' parents to review rights and services throughout the year although attendance is poor. The ESL teacher is available at Parent/Teacher conferences to meet and conference with ESL parents. Parents/ students age 18+, are notified of their right to appeal within 45 days. All correspondence are in parents' preferred language. Mr. Woods is responsible for the process. Copies of all letters are filed and maintained in the students cumulative record.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Newly identified ESL students are given the opportunity to watch the informational film and be given all manuals and have their rights explained when newly enrolled to the school. This occurs at the beginning of the year ELL parent informational meeting or at the time of over the counter admission into the school if they are determined eligible for services. It happens the day of admission and they choose their program choice and they child starts with the program immediately. The ENL teacher, Mr. Woods, follows up with any questions or concerns on an ongoing basis during his office hours throughout the year. All meetings have interpreters present in the parents preferred language. The translation unit is contacted if an interpreter is not available in the home language.

If a parent requests a program not currently running at the school we can suggest other programs in the district and when the school has 20 parents in the grade who request the same program we will move to offer that program as soon as possible. If a parent survey is not returned then a bilingual program choice is assumed.

Parent Association meetings have been held for ENL students' parents to review rights and services throughout the year. The ENL teacher is available at Parent/Teacher conferences to meet and conference with ENL parents.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are kept on file in the the students cumulative folder. New families fill out all paperwork the day of enrollment with the ENL teacher, Matthew Woods and school secretary Freida Nesmith. Parent program choice is monitored by the ENL teacher each year to ensure that we are offering the programs indicated by the parents choices.. Matthew Woods, ENL coordinator, will inform parents who have previously chosen a TBE/DL program when the program becomes available not described. All correspondence is in parents' preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parent coordinator tracks down parents who have not fulfilled this survey and selection. If the parent can not be contacted then the attendance teacher does a home visit. This all occurs in the parents home language. All forms are then stored in the child's cumulative file.

9. Describe how your school ensures that placement parent notification letters are distributed. Matthew Woods, ESL Coordinator ensures this is done. All notifications are in the parents preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All original documentation is stored in the student's cumulative folder. The ENL student files are overseen by the ENL teacher, Matthew Woods. Ms. Nesmith, School Secretary, oversees the school's cumulative folders in whole.

11. 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.

Matthew Woods, ESL coordinator, administers this test each year during the school day. Students are determined from the RLER and the RLAT reports in ATS. Students who are absent for a section are scheduled for a make-up testing session. Classroom teachers receive an email so the students are not marked absent. Students receive an exam invitation prior to the exam. All four sections are coordinated by Matthew Woods, ENL coordinator.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Matthew Woods, ESL Coordinator and Margarita Brice, Parent Coordinator. The letters are sent out the fall of each year by Matthew Woods, with the support of Margarita Brice, Parent Coordinator in the parents preferred language.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In the past 2 years 100% of all parents choose ESL programs for their children. All parents have chosen Freestanding ESL services. The ENL coordinator monitors these trends. The administrative cabinet is kept abreast of parent choice by Mr. Woods to ensure that yearly programming and staffing meet the needs of the school community.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

ESL students are scheduled in one class that heterogeneous with general education students also in the class. The classes are by cohort for the most part and travel together. Bilingual Math teacher Florencio Burgos co-teaches all ESL students math classes. Mr. Woods, ESL teacher co-teaches all ESL English classes. Mr. Woods also teaches one stand alone ESL English class for beginner and intermediate 9th and 10th ESL students. This class is a second daily English class in addition to the one Mr. Woods co-teaches with their English teacher.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Mr. Woods schedules each of the 35 students accordingly based on their last NYSESLAT scores to ensure they are receiving their mandated minutes.

Entering = 540min 3 units of study
Emerging = 360min 2 units of study
Transitioning = 180min 1 unit of study
Expanding = 180min 1 unit of study
Commanding = .5 units or approved method of study
3. Describe how core content is delivered in each program model. 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 ENL classes are integrated. The content is the same but delivered through scaffolding and integration. The BETA lesson plan contains a box where ESL and Sped students initials are indicated in each class as well as the supports the teacher and/or co-teachers have incorporated in the lesson. Materials are not "lowered" neither are expectations for any student.

Materials Used:

English: Collections Curriculum with multiple supports and teacher made materials
Social Studies: New Visions Global Curriculum, US History uses Engage NY, Government and Economics use project based curriculum
Math: Transitions to Algebra and A2I curriculum and Engage NY
Science uses New Visions curriculum and Engage NY
All AP courses use College Board approved curricula
Engineering is Project Lead the Way curricula
Technology is Code Interactive Curricula
Rosetta Stone is used for additional support in the the Life Time learners Language Program
All methods and curricula are in alignment with the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

If home language evaluation is deemed necessary, an informal evaluation is done through speaker of the native language who is on staff or through translation unit to assess the child's progress. A questionnaire is developed and the process is overseen by the LAPT team. At this time we have native language speakers of our ELLs on staff.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- Speaking: Rosetta Stone and NYSESLAT combined with anecdotes from teachers regarding the student's participation and participation in class discussions.
- Reading: Achieve 3000, Rosetta Stone and NYSESLAT as well as Regents Mock Exams and Regents Exams - The team collects data from these exams as well as anecdotes from teachers.
- Writing: Periodic Assessments, Rosetta Stone, Mock Regents, Regents Exams, NYSESLAT testing - The team collects data on writing from the writing components of these assessments as well as anecdotal reports from teachers.
- Listening: English Mock Regents, Rosetta Stone, English Exams and NYSESLAT testing - The team collects data from listening component as well as anecdotal reports from teachers throughout the year on students following of verbal instructions and conversations.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- Each student who is in each subgroup is identified and the data is shared with the pedagogues who work with the students. All students receive their mandated services as well as have a program developed by the SIT team that is shared with the pedagogues that serve the students. These students and their supports are indicated on every lesson plan.
- SIFE: Small group instruction, after school tutoring for language development in the life time learners language lab, translated text if needed, modified assignments if needed
 - Newcomer: Translated text, buddied up with student of same language higher proficiency whenever possible, after school Rosetta Stone program
 - Developing: bilingual dictionaries, and modification when needed
 - Long Term ELLs: Small group break out sessions, buddied with higher proficiency same language learners, assignment modification when necessary, bilingual dictionary available
 - Former ELLs: Individualized attention when needed - targeted specifically toward still developing area of need.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- Each student who is in each subgroup is identified and the data is shared with the pedagogues who work with the students. All students receive their mandated services as well as have a program developed by the SIT team that is shared with the pedagogues that serve the students. These students and their supports are indicated on every lesson plan.
- The protocol for the appeal process is handled through the ENL teacher with the support of the affinity group. Matthew Woods, the ENL teacher organizes both the appeals process as well as the re-identified ELL or non ELL. As BETA runs a full-inclusion program the transition to re-identify a student does not adversely affect the student's academic progress.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- All materials are grade level with teacher modified differentiation, scaffolding and support:
- English Achieve 3000 technology and Collections with needed scaffolding and support and bi-lingual dictionaries available
- Math Transitions to Algebra and A2I Algebra w/ Engage New York Algebra, Geometry, Trig and Pre calc
- Global: CCLS Global w/ support from New Visions Global Curriculum Program
- US: CCLS US
- Earth and Living CCLS w/ Living curriculum New Visions program
- Rosetta Stone Technology used to support language across all four modalities and all subjects.

Chart BETA's IEP program is fully inclusive. All students are served in either SETSS or ICT. The Special Education Head/IEP teacher, Ms. Kim Jones, collaborates with Mr. Woods, ESL Coordinator, on a weekly basis in the SIT team meeting. All ESL students with an IEP are overseen by this team's collaboration. Mr. Woods pushes in to multiple ICT English classes a day to serve the ELLs with IEPs. At this time there is no bilingual program nor bilingual IEP ELLs.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- BETA is a full inclusion program both for ESL students and IEP students. All classes are heterogeneous. All teachers are supported through PD, BETA lesson framework and team teaching approach. Our after school programs offer additional content support as well as a specific after school Language Lab for ELLs and their parents.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

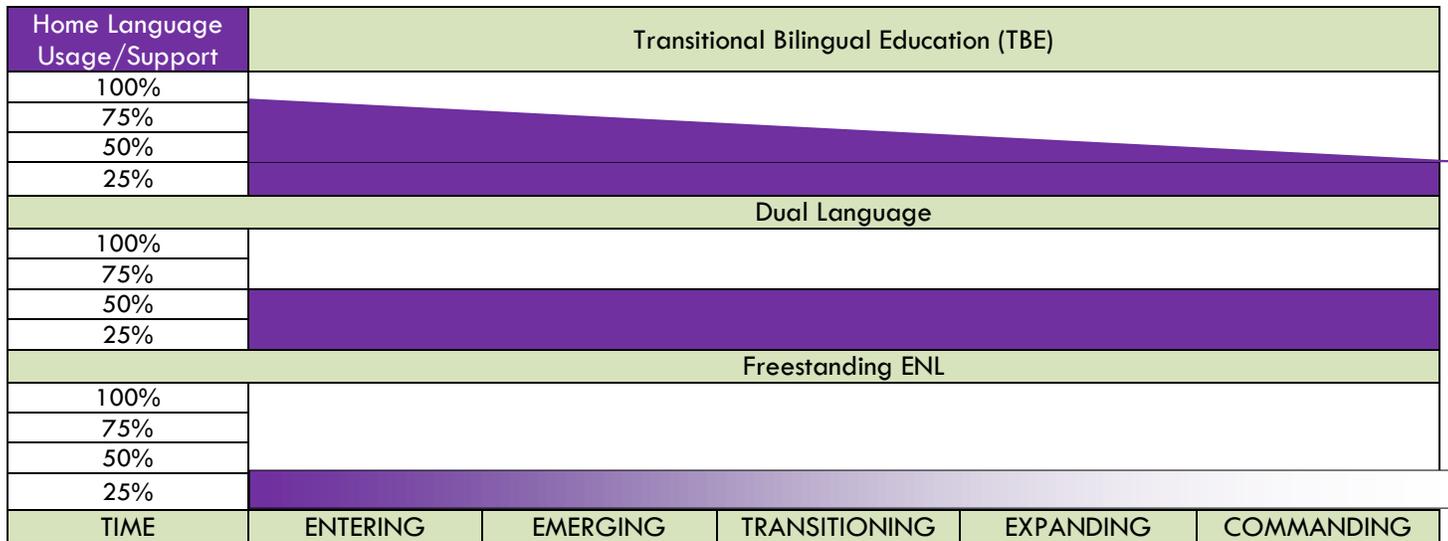


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
ENL teacher pushes into the classes where the need for that ELLs development is needed most. Additionally the ENL teacher consults with the content area teachers. Twice a year an in house PD is done by the ENL teacher to further support all members of the staff.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Language and content goals are assessed regularly to chart ELL progress. The program is highly effective for those ENL students who are in attendance. Their grades as well as their scores on Achieve 3000 as well as other assessments have been showing growth.
12. What new programs or improvements will be considered for the upcoming school year?
We continue to fine-tune the language and content objectives for all ELLs. The ENL teacher attends multiple PDs throughout the year to explore new methods, strategies, materials and supports for ELLs.
13. What programs/services for ELLs will be discontinued and why?
None at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are in a fully integrated program. We use a fully integrated ENL approach and students are only pulled out for services when absolutely necessary.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials: Rosetta Stone, Achieve 3000, Common Core English Collections Curriculum as provided by the city which include scaffolding and supports for ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Student pairing of same native language speakers. translations are made available for entering and emerging students whenever possible.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
CR Part 154 is consulted diligently and cross referenced with the ATS report.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
They are invited to the summer program to acclimate to the school. Additionally their guidance counselor provides one to one support for both the family and student. The Parent Coordinator and ENL teacher have parent meetings for ENL families throughout the year.
19. What language electives are offered to ELLs?
Spanish elective is offered to ENL students.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher attends multiple PDs held by the DOE throughout the year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL teacher turn keys information learned in the outside PDs to the departments and personell that teach the ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Middle school ELLs moving into high school have botht he 9th grade orientation as well as are invited to an ELL orientation. All ELLs are encouraged to attend summer school at the high school the summer begfore their 9th grade year in our Bridge program.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The ENL teacher provides an 80 minute PD twice a year to the entire staff. The ENL teacher attends ELL related PDs throughout the year. Additional staff members attend ELL related PDs. All teachers fill out a PD leave form which is apporoved by the Principal. The school secretary keeps records throughout the year of all PDs attended by all staff members. (List is available upon request)

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Mr. Woods and Ms. Brice - The ENL teacher and Parent Coordinator hold separate ALL parent meetings throughout the year . It is in these meetings that individual meetings are set up . Additionally the school has a guidance counselor for 9th and 10th grade students and a guidance counselor for 11th and 12th grade students. When the families of ELLs have meetings with the guidance counselor the ENL teacher is a part of these meetings also.
2. All meeting records are kept by the ENL teacher as well as the guidance counselors.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Ell parent involvement takes place through both the PTA and SLT where Ell parents are welcome to be a part of the school community. Additionally, parent meetings by cohort, or specific subgroups takes place throughout the year. All parents are invited to the Life Time Learners Language Lab program run by the ENL teacher where Rosetta Stone is offered in multiple languages for parents, students and staff once a week after school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
5. How do you evaluate the needs of the parents?
Parent surveys are completed at all parent related get togethers. These surveys gather information of parent need from programs desired to preferred meeting times and topics.
6. How do your parental involvement activities address the needs of the parents?
We ensure that the results of the surveys are used to create programs and purchase resources (Title III) to meet the needs.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10x213 **School Name: Bronx Engineering and Technology Ac**
Superintendent: Juan Mendez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Persons Responsible: Parent Coordinator, Margarita Brice
9th and 10th Grade Counselor, Dozene Fletcher
11th and 12th Grade Counselor, Idilaz Garcia
HLIS forms, Blue Cards and Beginning of the Year Parent Conferences Parent/Teacher COnferences all assess parent language preferences. Sign-ins in offices all ask language preferred.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Bangali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Lunch Forms, Health Center Forms, School Calendar, BETA monthly calendar, Letters from Principal, Letter From School Leadership

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night, Parent/Teacher Conferences, One to One conferences with administrators and counselors and teachers throughout the year including disciplinary/counseling interventions.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We have on-site pedagogues and staff that translate in both Spanish and Bangali for meetings as well as letters. Although not needed this year we also have community members who are available to translate in French. Phone messenger also translates our phone messages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

On site interpreters are here on staff for both Bangali and Spanish.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers are all informed of interpretation at staff meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Survey at PA meeting in December and May