

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X221

School Name:

SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL

Principal:

ELLEN REDDON FLANAGAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: South Bronx Preparatory School Number (DBN): 07X221
Grades Served: 6-12
School Address: 360 East 145th Street, Bronx, NY 10454
Phone Number: 718-292-2211 Fax: 718-292-2172
School Contact Person: Dr. Ellen Flanagan Email Address: EFlanag2@schools.nyc.gov
Principal: Dr. Ellen Flanagan
UFT Chapter Leader: Steve Tsokanos
Parents' Association President: Luz Lopez
SLT Chairperson: Scott Galassi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nancy Acosta
Student Representative(s): Jennifer Pena
Mark Morgan

District Information

District: 07 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Room 842A, Bronx, NY 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: (718) 828-6280

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
Dr. Ellen Flanagan	*Principal or Designee	
Steve Tsokanos	*UFT Chapter Leader or Designee	
Luz Lopez	*PA/PTA President or Designated Co-President	
Jaritzza Zapata	DC 37 Representative (staff), if applicable	
Nancy Acosta	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jennifer Pena Mark Morgan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kennedy Filpo Adel Chowdhury	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dina Brown, BronxWorks	CBO Representative, if applicable	
Jarius Toogood	Member/Teacher	
Tom D’Amore	Member/Teacher	
Stephan Hasson	Member/Teacher	
Cynthia Rolden	Member/ Parent	
Alexandrea Carmona	Member/Parent	
Giselle Crespo	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michelle LaFontaine	Member/Parent	
Ernesto Roberts	Member/Parent	
Hisham Saleh	Member/Parent	
	Member/	
	Member/	
	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.

South Bronx Preparatory's Theory of Action is based on a belief of Acquiring Knowledge, Building Support, and Creating Organization to improve student achievement by providing high quality instruction aligned to CCLS, supporting teacher learning and development, maintaining a culture of trust and engaging with the surrounding community. We are committed to creating and maintaining an environment that fosters student independence and persistence beyond their time with us by creating a supportive and structured environment.

We have a 20% special education population and 10% English Language Learner. We have a growing ELL and special education population, mostly in our middle school. We also have a percentage of our population who receive both ELL and special education services.

Our school has made great progress in aligning curriculum/units to the Common Core Learning Standards. For the 2015-2016 school year we will continue to refine and revise teacher pedagogy to increase student achievement. Additionally, we plan on increasing parental and community involvement and building teacher capacity.

07X221 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	657	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	13	# SETSS	N/A	# Integrated Collaborative Teaching
				29
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	91.9%	% Attendance Rate		90.1%
% Free Lunch	91.9%	% Reduced Lunch		3.9%
% Limited English Proficient	5.6%	% Students with Disabilities		23.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		25.6%
% Hispanic or Latino	71.9%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		3
# 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)	2.2%	% Teaching Out of Certification (2013-14)		30.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		4.72
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.0%	Mathematics Performance at levels 3 & 4		17.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		41.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	75.0%	Mathematics Performance at levels 3 & 4		85.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	83.5%	% of 2nd year students who earned 10+ credits		84.3%
% of 3rd year students who earned 10+ credits	85.1%	4 Year Graduation Rate		87.1%
6 Year Graduation Rate	94.4%			
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	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	YES			
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	YES			
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	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	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.

We have been working on curriculum alignment to the Common Core Learning Standards (CCLS) for the past four years. The first two years we focused on aligning assessments to the CCLS. Then, we focused on implementing the suggested units from the citywide instructional expectations. Currently, we are in the process of refining and revising via a feedback process derived from a review of the unit plans we collect. Our focus includes continued improvement in entry points, evidence of rigor, high level questions from the depth of knowledge (DOK) chart and curricular alignment to support the framework goals of rigorous instruction and collaborative teachers. As we continue to focus in on entry points for our special needs population, we are also improving on addressing the needs of our high level learners or ‘differentiating up’ based on feedback from quality review and Principal Performance Observation (PPO) visits. This is also aligned to our student performance trends which point to providing access points for all types of learners. We design professional development opportunities that allowed for collegial feedback on lesson and unit plans using a protocol. Teachers have been able to work with a diverse group of colleagues (from different content areas) to get feedback to address collaborative professional feedback. Additionally, the curriculum committee will be using a modified tri-state rubric to strategically look at first and second year teachers’ unit plans as well as teachers up for tenure to offer strategic feedback around creating rigorous tasks and modifications for all learners. By May of 2016, administration and all teachers will have participated in a curriculum review using the tri-state rubric to offer feedback in tandem with the instructional leads/internal coaches.

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, we will increase the quality of student discussions as per the Framework for Great School Report, from 83% to 88% by providing teachers professional development around questioning and discussion, specifically around creating high level depth of knowledge questions and embedding into their lesson plans. This will be measured through our Advance/Danielson observation reports and feedback sessions (Quality Review indicator 1.1 & 1.2).

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?
Teachers weekly in teams (Vertical, Grade Level, and ICT/Interdisciplinary) and we are in the second year of SBP's Learning Partners. Curriculum committee feedback to teachers up for tenure in addition to first and second year teachers using the tri state rubric .	Teacher teams	September 9, 2016 – June 24 2016	Teacher team leaders, Admin
Curriculum committee, administration, teacher leaders, and grade/vertical team leaders. For middle school, we will also utilize the external coaches from CFY .	Teacher teams	September 9, 2016 – June 24 2016	Teacher team leaders, Admin
Weekly grade team check-ins, monthly vertical team meetings, lesson and unit plan revision protocols to guide the peer feedback process. The CFY coach meets weekly with middle school math teachers to develop teaching strategies and design units that are common core aligned. All revisions ensure that there are entry points which address all levels of learning .	Teacher teams	September 9, 2016 – June 24 2016	Teacher team leaders, Admin
Internal instructional coaches for middle school science. The CFY coach and program for middle school math come from a grant. The CFY coach will be working with the middle school math, and this year the middle school science department on developing teaching strategies that support a blended learning classroom and are CCLS-aligned. 100% of first year, second year and tenure-year teachers will take part in a curriculum review with members of the curriculum committee to review and revise practice based on the feedback delivered at the review .	Teacher teams, CFY coach	September 9, 2016 – June 24 2016	Teacher team leaders, Admin, CFY personnel

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.									
This will be added to the PD calendar, CFY coach and admin team will strategize to implement the system, CFY coach will be on site 45 days in the calendar year.									
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

We will monitor this work via Learning Partner leader meetings with teacher leaders, curriculum reviews and exit slip responses throughout the year.

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 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.

South Bronx Preparatory provides a supportive learning environment that provides students with an advisory session around four goals: academics, behavioral, communication and decision-making. Advisory has been at SBP for the past ten years. Beginning last year, we differentiated the PD for new, middle and high school teachers to address the diverse needs of each group. Advisory is a strong program at SBP, strengthening the relationships between students and teachers, as our advisor loops with the students in middle and high school .

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.

By June 2016 we will increase from 78% to 85% the peer support for academic work component by providing professional development and support for the teachers on the academic portion of the advisory goals monthly. (Quality Review indicator 1.4).

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>Advisory curriculum review</p>	<p>Teachers Students</p>	<p>September 9, 2016 – June 24 2016</p>	<p>Teachers, administration, counselors</p>

	Counselors		
Targeted meetings with counselors on what is working and not working in each advisory group for new and tenured teachers.	Teachers Students Counselors	September 9, 2016 – June 24 2016	Teachers, administration, counselors
Professional development focused on academic interventions and parent outreach for high needs students.	Teachers Students Counselors	September 9, 2016 – June 24 2016	Teachers, administration, counselors

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.											
Advisory PD is built into the PD calendar. School counselors plan the PD and implement, monitor, and share progress with Advisory teachers monthly.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	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.
We will monitor the progress throughout the year by utilizing advisory surveys for staff and students, making any necessary adjustments and additions to the professional development offered.
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.

Based on QR indicator 1.2 we will develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. In order to move teacher practice for all teachers and to measure growth from September 2015 to June 2016, we will align our system to that of the prescribed system outlined by the City of New York so there will be one clear, student-directed, performance-based model of teacher evaluation. In order to monitor progress, we will follow a schedule of observations that will be a maximum of six classroom observations per teacher between October 2015 and May 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–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, we will improve teacher satisfaction with quality professional development from 81% to 86% by using formative feedback that is based on the evaluative observations, surveys and exit slips after each targeted professional development opportunity. (Quality Review indicator 1.2)

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 teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We have created a strategic system of teacher evaluation that is equitable and cyclical. Each school administrator has a Home Group of teachers who will receive official evaluations via Advance from them. The Home Group teachers will receive a</p>	<p>All teachers</p>	<p>September 9, 2015-June24, 2016</p>	<p>Admin Team, all staff</p>

rating in Advance from their Home Group Administrator based on a collective set of informal observations conducted by all other Administrators during the course of the observation cycle.			
One-on-one teacher meetings to address students with special needs, adjusting classroom practice to meet the needs of individual students.	All teachers	September 9, 2015-June24, 2016	Admin Team, all staff
The Administrative Team meets to norm/evaluate their own process during the Observation Cycle before the Home Group Administrator inputs the final rating in Advance, followed by the meeting with the teachers to discuss the rating and sign off on receiving the rating. Feedback is delivered in person based on observed teacher practice and used to develop professional development opportunities.	Admin, teachers	September 9, 2015-June24, 2016	Admin Team, all staff
Teachers do observation rounds, focused on questioning, albeit without evaluating colleagues. Their role is to support their colleagues by taking note of trends in the classroom practice that may need strengthening, or may need to be replicated by colleagues. They offer feedback in a non-evaluative, coaching style so all teachers are supported in the process, thereby making this a true system of growth and support.	Admin Team, all staff	September 9, 2015-June24, 2016	Admin Team, all staff

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.											
Per session for team leaders beyond work hours, PD sessions for team leaders, PD sessions for teachers (within PD calendar).											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	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.
There are multiple structures to monitor teacher collaboration/professional learning including: teacher surveys, homegroup leader check ins, exit slips after each PD, curriculum reviews, instructional rounds and individual goal-setting meetings to monitor teacher progress.
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.

In order to encourage teacher leadership and intervisitations from September 2015 to June 2016, we will continue with our SBP Learning Partners. This was designed out of feedback from the staff for increased PD time with similar content areas. We will address areas that came from our QR and PPO visit this year around creating rigorous tasks by asking higher order questions. The six groups, three for STEM related (science, math) and three for Humanities (ELA, history) will focus specifically on increasing the level of questioning via lesson plan review, intervisitations and protocol driven work .

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, we will have trained 25% of teachers in leadership roles building an instructional leadership team which focuses on building capacity in house to deepen our professional development. This will increase our survey score from 77% to 80% around teacher influence, by having 100% of our teachers participating in groups led by teacher leaders. (Quality Review Indicator 4.2).

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>The instructional council meets weekly and has created its own iteration of Learning Partners at SBP, which both facilitates improved instructional practice, promotes intervisitations, teacher leadership, and collegial review, with our instructional leadership team as the leaders of this initiative. This promotes collaborative ownership of the PD agendas .</p>	<p>SBP learning Partners, teachers, admin</p>	<p>September 2015-June 2016</p>	<p>Admin, Teacher Leaders, Learning Partner leaders</p>
<p>Based on Classroom observation, Learning partner leaders will work on-on-one with members of their groups on differentiating instruction for all high needs students</p>	<p>SBP learning Partners, teachers, admin</p>	<p>September 2015-June 2016</p>	<p>Admin, Teacher Leaders, Learning Partner leaders</p>
<p>A needs assessment will be given at the start of the year, where teachers will identify areas of professional development. All teachers will influence the direction of the professional development by providing survey input data after each session so we can reflect and refine the direction of future professional development.</p>	<p>SBP learning Partners, teachers, admin</p>	<p>September 2015-June 2016</p>	<p>Admin, Teacher Leaders, Learning Partner leaders</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>We will use per session money for hours spent outside the work day for our Learning Partner leaders to meet and attend PD. Time is built into the PD calendar for teacher/LP meetings.</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	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>
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Weekly instructional council meetings to review feedback and observation information. This will be used to create goals and target learning objectives in planning professional learning opportunities for teachers and creating opportunities for student success.

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.

While our parent involvement has increased, we hope to increase this number utilizing our Jupiter Grades system. We plan to have access to all parents using Jupiter Grades as an online communication tool. Using the data from the parent survey, we have increased the frequency of communication with parents on students’ academic progress.

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 June of 2016, we will increase our parental involvement in the school from 56% to 60% by strategically utilizing the additional time for parent engagement and having a school wide online grading system, Jupiter Grades. Additionally, with our Power My Learning (PML) partner we will increase parent involvement and participation by increasing direct outreach to parents to build attendance for parent nights, School Leadership Team (SLT) meetings, the South Bronx Preparatory annual carnival and creating a technology information session once a year. We will increase parent involvement through our Lincoln Center Arts grant by inviting parents to two Lincoln Center performances in our school auditorium followed by a full catered dinner.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>We will increase communication on a more consistent basis with parents during this built in time during the school day. Our grade reporting system is Jupiter Grades which allows us to have teachers and parents communicate via the website and to receive information directly from the classroom teachers via texts and emails. With this increased communication, we are also creating in-person opportunities via increased parent-teacher conferences and marking period award ceremonies. Monday professional development affords teachers the time to meet parents, communicate via email and Jupiter Grades. We will utilize the School Messenger system and Jupiter Grades to increase communication with parents, so there is a school wide system in place to get the messages out to parents.</p>	<p>Parents, teachers</p>	<p>September 2015-June 2016</p>	<p>All staff, Admin</p>
<p>Parent professional development on using Jupiter Grades and the text updates available (if they don't have access to a computer).</p>	<p>Parents, Teachers</p>	<p>September 2015-June 2016</p>	<p>All staff, Admin</p>
<p>Our partnership with PML will expand to build direct contact with all parents for various parental events in the school building.</p>	<p>Parents, Teachers, PML partners</p>	<p>September 2015-June 2016</p>	<p>All staff, Admin, PML partners</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>Annual purchase of Jupiter Grades learning management system; technology coordinator, Carlos Gonzalez; Parent Engagement hours weekly.</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	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.

Parent coordinator will check in with parents at monthly SLT meetings. We will be able to check JupiterGrades log on information for all parents and determine if they need targeted learning sessions in accessing the information.

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)	Student identified by their teachers/counselors as below level in this area.	After school tutoring program Regents Review ELR- small group focused on targeted interventions centered around college readiness	Achieve 3000 Small group targeted intervention Small group differentiated/targeted intervention	During school day/After school
Mathematics	Student identified by their teachers/counselors as below level in this area.	IXL.com tutoring program online Powermylearning.org online math learning Regents Review Math Lab SAT Prep	Small group/blended classroom	During the school day/After School
Science	Student identified by their teachers/counselors as below level in this area.	After school tutoring Regents Review Lab Report Writing Blended Learning scientific investigation	One-to-one counseling Small group instruction	During school day/after school
Social Studies	Student identified by their teachers/counselors as below level in this area.	After school tutoring Regents Review Blended learning	Small group instruction	During school/after school
At-risk services (e.g. provided by the Guidance Counselor,	Student identified by their teachers/counselors as need additional	One-on-one counseling STEP-UP	Small group instruction	During school day/ After school

<i>School Psychologist, Social Worker, etc.)</i>	academic and/or behavioral supports.	Young Black Men's Initiative		
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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.
<p>Staff at South Bronx Preparatory is offered a variety of supports and differentiated learning opportunities:</p> <p>a) Inquiry: With action research as its focal point, teachers meet together monthly to review data, look at student work, and get focused, protocol-driven feedback from their colleagues.</p> <p>b) Professional Development Plan: Our PD calendar was based on continual feedback from our teachers. We have Wednesday's from 1:30-3:10pm in which to offer a variety of PD experiences, from grade to vertical team time with instructional coaches, knowledge sharing, and time to co-plan.</p> <p>c) Our hiring protocol for hiring new teachers includes an interview with staff and students in a multi-step process. Prospective teachers who pass initial benchmarks are asked to perform a demonstration lesson. Students who were involved in the lesson are asked to debrief with the hiring committee to give feedback on their experience – social/emotional as well as intellectual.</p> <p>d) Mentoring program where colleagues pair up with new teachers to the school to offer feedback and support to the teachers both inside and outside of the classroom.</p> <p>e) Lunch and Learn: for special education department in ensuring that our students' needs are met through the use of various instructional strategies and the use of the students' IEP.</p> <p>f) Partnerships with NYC Fellows, Spring Apprenticeship Program and Summer Fellow Program, Teachers College: Columbia University and Lehman College have helped in recruiting teachers by hosting student teachers</p> <p>g) Increasing Professional Practices, Relationships and Responsibilities: Outside professional development for teachers provided by Teachers College, iLearn NYC and PML/Connected (formerly CFY).</p>

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).
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We have a Professional Development plan that is designed to meet the needs of all teachers and students in developing lesson plans and unit plans designed with Common Core Standards from grades 6-12. Our eighth grade ELA teacher is in the in house coach who works with grades 6-8 ELA General Ed and Special Ed teacher to unpack the Expeditionary Learning curriculum and to align teaching strategies across the grade levels to have teachers use strategies across the middle school so there is seamless transition from year to year. Our PML math coach meets with grades 6-8 math teachers to develop classroom practices that incorporate the strategies necessary for students to master the math thinking necessary to meet the Common Core expectations. They will also migrate the work with PML and a blended learning team with the middle school science department teachers. High school vertical teams meet to plan and develop units of study that are Common Core aligned as we prepare for the Common Core State testing.

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.

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	595,858.00	x	1-5
Title II, Part A	Federal	0	x	1-5
Title III, Part A	Federal	11,200.00	x	1-5
Title III, Immigrant	Federal	0	x	1-5
Tax Levy (FSF)	Local	3,997,233.00	x	1-5

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. South Bronx Preparatory (07X221), 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. South Bronx Preparatory 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) Template

[School name], 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: <u>South Bronx Preparatory</u>	DBN: <u>07X221</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: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>4</u>
of certified ESL/Bilingual teachers: <u>2</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: _

Rationale:

Title III supplemental services at South Bronx Preparatory are supplemental to the school-day language support and instruction that ELLs receive through CR Part 154. We designed the after-school specific academic intervention services for ELLs after reviewing state, city and school data on ELL performance at SBP in order to help our ELLs and transitional ELLs who are still receiving transition ESL services to increase academic performance rates, and help prepare them for college and workplace readiness and success. As our data analysis shows that 32 or our current 48 ELLs have been receiving services for six or more years and that 20 of them also have Individualized Educational Plans (IEPs). We believe that academic intervention services for our long-term ELLs beyond their school day are essential to ensure academic gains. Therefore, supplemental special education and targeted literacy services must be an integral component of this program.

-
Our goal in the after-school Title III targeted academic intervention is to increase the number of ELLs and transitional ELLs on track to earn Regents diplomas and score 3 and 4 on city and state exams. The Title III funds will provide opportunities for SBP high-school ELLs with supplemental language learning opportunities. Another goal is to increase the number of ELLs and transitional ELLs eligible for College Now courses by earning at least a 75 on the ELA and Math Regents exams. All services will be completely accessible to students with IEPs.

-
Subgroups and Grade Levels of Students to be Served:

At the SBP high school level, there are three 9th-grade ELL students (one intermediate, two advanced); three 10th-grade (one intermediate, two advanced), two advanced 11th grade students and one advanced student for a total of nine students. In the middle school, there are 25 6th-grade ELLs (three beginner, nine intermediate and 13 advanced); nine 7th-grade ELLs (two intermediate and seven advanced) and five advanced 8th grade ELLs for a total of 39.

-
Schedule and Duration:

The after-school supplemental services will meet two times a week for 20 sessions on Tuesday and Thursday from 3 p.m. to 5 p.m. throughout the entire school year.

-
Language of Instruction:

The after-school supplemental services will be conducted in English, but when needed, they will also be conducted in Spanish to support lower-level ELLs.

-
Number and Types of Certified Teacher:

There are four service providers in this program. There are two certified ESL teachers, one certified bilingual and one certified math teacher.

-
Types of Materials:

The program offerings will be based on the needs of the students as reflected in student data. Content area, special education, collaborative team-teaching service providers, and the ESL teachers will use ESL methodology, graphic organizers, think-pair-share activities, jigsaw, note-taking and study skill strategies. We will use Achieve 3000 and American Reading Company to improve ELL reading skills. We

Part B: Direct Instruction Supplemental Program Information

will use Writing Matters for essay writing: Teachers will plan lessons around pre-reading activities, assessing comprehension during reading, and summarizing and reflecting in post-reading activities as they concentrate on content area materials. We will also plan lessons using iZone, iLearn and IXL, and Light Sail.

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: _

Rationale:

The ESL teachers have participated in QTEL training as well as other ESL professional development and subscribe to the philosophy and make use of these techniques in push-in and pull-out classes. They attend regular network- and city-based ELL professional development meetings and lead school-based professional development on ELL needs, interventions, data analysis, and curriculum planning. They also serve as a liaison for staff members in using language learning techniques in their content area classes. The ESL teachers present strategies for other staff members through departmental and grade-level meetings.

- Teachers to Receive Training:

All teachers, middle and high school, participating in the Title III supplemental services will receive training.

- Schedule and Duration:

All participating teachers in the Title III supplemental services will meet monthly for planning sessions led by ESL teachers to study the effectiveness of the Title III programming, plan celebrations of ELL learning, and to identify necessary interventions to increase ELL student learning and achievement. Learning Walks within the school are ongoing and an ELL Inquiry Team is established.

- Topics to be Covered:

Title III participating teachers will cover topics basic to QTEL: Building the Base or higher-level QTEL courses, depending on the previous QTEL experience. All teachers will also have the opportunity to attend learning walks within the school building and at other schools to examine best practices in ESL methodologies that teachers can bring back into SBP classrooms and to the Title III after-school supplemental programming. Additionally, all teachers are invited to participate in the ELL Inquiry Team. The team will assess ELL data as part of an ongoing investigation to ensure academic success. Teachers in the Title III supplemental services will study the effectiveness of the Title III programming, plan celebrations of ELL learning, and identify necessary interventions to increase ELL student learning achievement.

- Name of Provider:

The ESL teachers help link staff to Department of Education Office of ELL professional development opportunities as well as city-level professional development opportunities through the network and outside providers. The ESL teachers who provide services are fully certified and hold MA degrees in TESOL.

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: _____

Rationale:

The parental engagement activities address ways to higher academic achievement for ELLs and are additional to mandated ELL activities for parents. Also, we will host a Cultural Exchange Night, which is a school-wide event that includes music, food and customs from some of the countries represented in our school. We will try to identify ELL parents who might wish to serve as guest speakers to share stories of their native countries and culture.

- Schedule and Duration:

The ESL teachers, Richard Painter and Maria Goss, and the Parent Coordinator, Taneesha Crawford, plan and conduct ELL parent engagement activities twice annually that will last approximately 60 minutes each time. Title III funded supplemental services will also include parent involvement during the last 45 minutes of the after-school sessions.

- Topics to be Covered:

Parent Rights

Community Programs/Services (e.g. Title III Supplemental Programming)

School Operations

School/Teacher Expectations

City and State Examinations

ELL Student Academic Progress Reports

College Readiness and Financial Aid

- Name of Providers: The ESL teachers at SBP are Richard Painter and Maria Goss.

The Parent Coordinator at our school is Taneesha Crawford.

- How Parents will be Notified of these Activities:

We notify ELL parents of these activities by making phone calls to homes, informing ELL students, mailing letters home, and making announcements on the school's website.

-
-
-

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • 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	_____	_____

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 07	Borough Bronx	School Number 221
School Name South Bronx Preparatory		

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 Dr. Ellen R. Flanagan	Assistant Principal Binta Hinson
Coach type here	Coach Erin Morrison
ENL (English as a New Language)/Bilingual Teacher Richard Painter	School Counselor Scott Galassi
Teacher/Subject Area Jen Mandel	Parent Nell Perez
Teacher/Subject Area Maria Goss	Parent Coordinator Tanesha Crawford
Related-Service Provider Lauren Fontaine	Borough Field Support Center Staff Member type here
Superintendent Elaine Lindsey	Other (Name and Title) Margaret Reveron/SPED

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	2	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	678	Total number of ELLs	73	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	73	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	24
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	41	Long-Term (ELLs receiving service 7 or more years)	17

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	4	1	41	2	14	17	0	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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							18	23	9	3	2	3	3	0
Chinese														0
Russian														0
Bengali										3	1			0
Urdu														0
Arabic								2						0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other FU/SQ/ DU							2			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)							0	2	1	1	0	1	0	0
Emerging (Low Intermediate)							2	0	0	0	0	0	0	0
Transitioning (High Intermediate)							3	3	1	1	0	0	0	0
Expanding (Advanced)							12	13	3	2	3	0	1	0
Commanding (Proficient)							3	7	5	3	1	2	2	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													1	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							3	2	8	4	1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	5	0	0	0
7	13	10	1	0	0
8	8	2	0	0	0
NYSAA	1				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	15		5		0		0		0
7	3		14		6		1		0
8	7		2		1		0		0
NYSAA	1								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	1	0	3	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	3	0	1	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>RCT</u>	6	0	2	0
Chemistry	0	0	0	0
Earth Science	4	0	2	0
Living Environment	0	0	0	0
Physics	0	0	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	4	0	0	0
Geography	0	0	0	0
US History and Government	4	0	2	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.

The assessment tools used at South Bronx Preparatory to determine the early literacy skills of our ELLs are: a Baseline Assessment, Expeditionary Learning Curricula data, Time on Task Assessments, and Achieve 3000. The Baseline Assessment is teacher-created in order to determine the starting point of all students regarding their English language proficiency. It is particularly helpful in determining the literacy skills of ELLs. This assessment provides insight on the student's reading level (approximations), as well as how well they are able to express themselves in written form.

Throughout the school year we use the assessment tools embedded in the Common Core State Standards aligned with Expeditionary Learning Curricula. These assessments provide ongoing data on the student's reading and writing levels, focusing on reading comprehension. In addition, students take Time on Task Assessments, which resemble the NYSELA state test. This allows teachers to monitor progress and guide instruction based on the scores that students obtain. For example, during the last academic school year, to determine students' baseline reading and writing levels. This is done three times per year - once at the start of the school year, once midyear, and one in June at the end of the school year. This data is collected and analyzed regularly by grade teams, subject area teams, ESL teachers and administrators. In the classroom, the data is used to group students for small group instruction and to plan for individual conferences and pull-out lessons, if necessary. Additionally, 6th grade ELLs with IEPs, all 7th, 8th grade ELLs, and high school LTELLs use Achieve 3000 reading assessment level tests at the start of their program and periodically after every 40 activity sessions. Results are used to determine reading levels, differentiated tests for student use, and to identify necessary teacher-led interventions. All of the 6th grade ELL students receive home computers through partnership with Computers for Youth (CFY) which helps ensure equity in technology and instructional resources. Middle school students are now using a program called Light Sail, a reader based on lexile level, where the teacher can conference with the student as well as set individual reading goals and keep records of improvement. The ELL teachers conference with the content teachers regularly to change instructional modifications if necessary.

ELA teachers use both formal and informal classroom assessments, formative and summative assessments to identify modalities where ELL need additional support and growth. Assessments are offered in students' native language when appropriate, but because many

of our school ELLs, while not proficient as identified by NYSESLAT scores, are dominant in English, most literacy development assessments are administered in English.

The assessment analysis helps drive our school's instructional plan and the continued examination of ELL student performance shows the school's commitment to the success of ELL students. The ESL teachers have joined the SBP Inquiry Team

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Proficiency levels on the NYSITELL and NYSESLAT show that the majority of our ELL students scores and skill levels are higher in the speaking modality than in the listening, reading and writing modalities. Our data show that of our total 72 ELLs, five tested entering, two are emerging, eight are transitioning, thirty four are expanding, and twenty three are commanding.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
South Bronx Preparatory uses the information about the Annual Measurable Achievement Objectives and its data to drive instruction. Data reveals that there is a higher percentage of students who met the State's AMAOs in middle school. This reveals the need to focus further efforts in the high school section. Furthermore, patterns reveal the challenge to improve reading and writing levels across all grade levels. Based on the trends from previous years' results, with student achieving higher scores on listening and speaking than on reading and writing, results will affect our instructional decisions to focus on ELL literacy development, structured around strengthening reading and writing skills across our ELL populations. We will continue to create specific interventions this year through the use of Achieve 3000, a guided reading program, with our special education and LTEL sub-groups to improve decoding, fluency, reading endurance, comprehension and writing volume, accuracy.

ESL instruction is driven by data in the following manner: (1) analyze student movement on the NYSESLAT, ELA and math state exams, various Regents exams - whether they have progressed to the next level; (2) identify the LTELLs, Special Education ELLs and SIFE ELLs who might be at risk to help create a plan to succeed on state exams; (3) collect and analyze anecdotal notes from teachers about the ELL academic performance to plan for differentiated instruction in the classroom; and (4) continue to monitor former ELLs and their performance on state assessments.

Using the latest AMAO tool, it is not possible to see which students have been successful in meeting AMAO 1. However, results for AMAO 2 indicate that 29% of the ELLs have successfully met this objective.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. The majority of our middle school ELLs taking the NYS ELA exam have score 1 or 2. This score range further drives our focus for the 2015-16 school year on the use of Expeditionary Learning Curricula and Achieve 3000. Middle school ELL's performance on the NYS Math exam shows a similar range of scores. In order to ensure improvement in math, we use bundled learning program to enhance academic language. Our middle school ELL students score 1 and 2 for Science; therefore, we will continue close collaboration with the 8th grade content area teachers to scaffold their instruction with ELLs and share instructional practices with other teachers. In high school, the ELLs who have taken 12 Regents exams have earned passing scores on six. As these tests are mandatory for high school graduation, we will continue to focus on the improvement of ELL performance on Regents exams by enrolling high school ELLs in Regents preparation courses within the school day and in after-school Title III programs to ensure they receive a score of 75 or higher.
 - b. ELL teachers and school leadership use the results of ELL Periodic Assessments in order to to predict success on NYSESLAT and adjust instruction to meet the needs toward student proficiency.
 - c. The Periodic Assessments are a good indicator of success on NYSESLAT and help teachers drive instruction in areas that are necessary. The home language is used in some classrooms with teachers who are bilingual in order to support the understanding of the content being covered when it is necessary. In addition, students are encouraged to write in their native language when applicable.
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](#).] This does not apply as SBP is a 6-12 school.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Several strategies are used to ensure that a student's second language is considered in instructional decisions. First, we make a strong effort to offer multiple entry points during each lesson in order to increase the connections that students can make with the material. Secondly, we use wide variety of online resources such as Pipo club, Spanish Reading Programs and iPad applications in the second language available along with bilingual dictionaries and glossaries. When appropriate, we use cognates, root words, prefixes, suffixes and etymology, especially during explicit vocabulary instruction. Achieve 3000 is available in Spanish so students can read

in their native language, which supports their native language development. This is beneficial as research in the field shows that developing a student's native language may create a positive transfer of skills to the learning experience of a new language. Data collected from this source shows that students are able to comprehend texts with relative ease when they are presented in their home language. However, most students complete the written portion of the task in English. This could be since most of their formal education in producing answers has been in English. Although students select the language in which they wish to express themselves during certain assignments, students are encouraged to write in their native language in order to access and fully engage in complex thinking and expression of ideas.

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?

This does not apply at SBP does not have a dual language program.

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

Our goal is to ensure academic gains ELL students may have and provide targeted academic support to ELLs in order to gain proficiency in English and meet the Common Core Learning Standards. We evaluate the success of our programs for ELLs using multiple measures. Our measurements include NYSESLAT scores, Annual Yearly Progress through NCLB and the three major Annual Measurable Achievement Objectives. We examine all ELL classroom grade reports, New York City and New York State exam results, attendance records and anecdotal reports from teachers found on Jupiter Grades.

Even though most of our effort is guided towards academic goals, we also focus on social and developmental success. The ability that students develop to interact with others is also evaluated using observation. These social interactions demonstrate not only the development of the language but also the growth of the student as an individual. To collect this information we ask teachers for anecdotal records which focus on social development.

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.

Newly admitted students are administered an informal interview in English lasting at least 10 minutes by a certified ESL teacher. Pedagogues comprising our school's translation and interpretation team conduct an interview in the native language if necessary. In a case when SBP interviews a student whose home language is not one spoken by members of the team, we contact the Translation and Interpretation Unit for help in assessing our incoming students' language ability and any needs in communication programming options to students' families and/or guardians. As is NYC DOE policy, we administer the Home Language Identification Survey (HLIS) to students admitted to New York City schools for the first time. We assess student eligibility for New York State Identification Test for English Language Learners within the first 10 days of their attendance, submit the placement scores as part of the ongoing ATS reporting, and schedule students who are eligible for ESL services for the number of minutes mandated.

A certified ESL teacher is responsible for conducting initial screenings and administering the HLIS.

Throughout the year, SBP obtains weekly updates from ATS through the RLER report in order to identify newly admitted students who may be eligible for NYSITELL. We also use the RLAT to determine student NYSESLAT eligibility.

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).

Students at SBP have already been preidentified by the NYC public school system. For students who have not been identified and are new to the educational system SBP uses the SIFE questionnaire as well as the answers that parents provide on the HLIS.

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).

If the student is identified to be an ELL the LPT needs to determine if the student requires further assessments for SIFE status. If the LPT determines the student has second language acquisition needs the student must take the NYSITELL. If the LPT determines that the student does not have second language acquisition needs and must not take the NYSITELL then this recommendation is sent to the principal for review. The principal will either accept or reject this recommendation. If the recommendation is rejected, the NYSITELL will

be immediately administrated. If the recommendation is accepted the decision is sent to the superintendent for a final revision. The superintendent will now have 10 school days to accept or reject this recommendation. If the superintendent rejects the recommendation, the school has 5 school days to administer the NYSITELL and notify the parent. Overall, the time to accept or reject the LPT recommendation is of 20 days. The LPT members at South Bronx Preparatory are: School Administrator: Dr. Ellen R. Flanagan, Certified teacher: Richard Painter, Director of Special Education: Victoria Orsi, and the student's parent or guardian. Translation services in Spanish and Arabic are provided by the school staff. Translation requirements for any other language are provided using the services of the Translation & Interpretation Unit.

As per CR 154.2, ELL identification, parent notification, signed consent, and placement in the ENL/ESL program takes place within 10 school days after initiating the identification process.

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.

Initially we review NYSESLAT reports to determine which letters are appropriate. We generate ATS reports, such as RLER and RLAT at the beginning of the school year to determine the continued eligibility of our ELLs. This is our first task at the beginning of each year. We ensure that entitlement letters are appropriately distributed to the parents of the eligible students taking into consideration the parents preferred language. We mail these entitlement letters to students' residences. For newly-admitted students, the ELL teacher, parent coordinator and administrators distribute entitlement letters at the initial family meeting.

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).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment through the entitlement letter sent home at the beginning of the school year. These letters are appropriately distributed to the parents of the eligible students taking into consideration the parents preferred language. We mail these entitlement letters to students' residences. For newly-admitted students, the ELL teacher, parent coordinator and administrators distribute entitlement letters at the initial family meeting. Copies of the letters are kept and filed in a compliance binder in the ESL office.

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.

Upon entry to SBP on the first day, parents of ELL immediately meet with the ELL teachers, parent coordinator, assistant principal and principal. Within the first 10 days from the first day of school, at parent orientations we distribute the ELL parent brochures and show the ELL Parent Orientation video available in 13 different languages to better explain the three types of academic programs for ELLs: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL that are available for their children within the NYC DOE schools. Parents are informed both of the school-based ESL resources and other academic programs available in NYC, as well as specialized newcomer and international schools, which are not offered at SBP due to a small ELL population. The ESL teacher serves as a liaison between families of ELLs and other NC DOE academic programs and informs families of the range of opportunities available for their children. The ELL teacher meets with families for a follow-up meeting within the first month of the students' enrollment to assess academic progress and form a plan for academic interventions if necessary. Parents are addressed in their native languages in collaboration with the translation and interpretation team. The time line is first meeting with parents, then within the next 10 school days, we conduct a parent orientation meeting and third, we conduct a follow-up meeting in the first month to assess and plan for student academic success. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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.

SBP sends out letters and the parent coordinator and ESL teachers make phone calls to homes to ensure all required forms are on file. We have increased our incentive programs and we have opportunities to complete these forms on-site.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The parent coordinator and the ESL teachers monitor forms that have not been completed by reaching out to all parents and students in person, by mail and by telephone. The parent coordinator keeps an updated list that allows us to track who has been contacted and whether the information has been provided or not.

9. Describe how your school ensures that placement parent notification letters are distributed.

We generate ATS reports, such as the RLAT at to ensure an updated list of which parents must receive placement notification letters. This allows the ELL teachers to keep track of the letter distribution. We ensure that placement letters are appropriately distributed to the parents of the eligible students taking into consideration the parents preferred language. We mail these letters to students' residences. For newly-admitted students, the ELL teacher, parent coordinator and administrators distribute placement letters at the initial family meeting.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All pertinent documents are kept in the ESL compliance binder which is kept inside the ESL office.

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.

SBP ESL teachers and administrators generate RLER and RLAT reports to determine NYSESLAT eligibility. All eligible ELLs are administered the NYSESLAT each spring. In order to ensure that the four components of NYSESLAT are administered, we follow the procedure guidelines outlined by the State of New York. The process is, (1) either a certified teacher who is not the students' ESL or ELA teacher or and administrator makes certain the speaking component of the test is administered to each eligible ELL individually in a separate location, away from other students, and that it is done within the appropriate time frame; (2) the remaining three sub-tests (listening, reading and writing) may be administered in any order; SBP usually administers listening first, reading second and writing last; (3) we ensure that all component tests are given within the time frame set by the state of New York; and (4) we provide eligible ELLs with an environment that is conducive to test taking, such as a well-lit room, free from distractions and visible content materials. The listening sub-test is administered under the above mentioned circumstances, with the only difference that the CD with the recordings is played to students following the test instructions.

SBP has had 100% of its students complete the test for the past several years.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

SBP has two ESL teachers that review the data of all affected students to ensure documentation is up to date. This allows the ELL teachers to keep track of the letter distribution. We ensure that continued entitlement and transitional support notification letters are appropriately distributed to the parents of the eligible students taking into consideration the parents preferred language. We mail these letters to students' residences. For newly-admitted students, the ELL teacher, parent coordinator and administrators distribute placement letters at the initial family meeting.

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).

Upon review of the Parent Survey and Program Selection forms for the past few years, the trend in program choices at SBP remains consistently toward choosing ESL programming. These trends are monitored yearly using the data from these surveys.

The exceptions to parents' choosing to enroll their children in SBP ESL program have been in families whose children are newcomers with fewer than three years of schooling in New York City who have requested either a bilingual, international school or a school designed for newcomer ELL students. Parents have stated concerns over high academic standards for their beginner English proficiency children, immediacy of Regents exams required for graduation and the limited number of Spanish- or Arabic-speaking pedagogues as primary in their reasoning for choosing bilingual, international school and newcomer programs over the SBP ESL program.

As most of the parents of incoming ELLs choose to enroll their students in our ESL program, our current and future programming options are aligned with parent requests until there is a change on the requests. SBP has made the ESL program more responsive to the academic needs of ELLs by increasing the rigor in content-related knowledge with the use of ESL strategies among a wider staff base, integrating targeted technology such as Achieve 3000 for increased literacy skills, and developing interventions for LTELs and ELL SWD. These steps aim to continue to meet the increasingly demanding academic needs of ELLs in rigorous classroom and to align our ESL program with parental input. To build alignment between parent choice and program offerings as per Aspira Consent Decree we will monitor the existing population and parents for their interest in a bilingual extension. If necessary, will create a program to support all the needs of the students and their families.

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.

ELLs are placed in co-taught classes based on their grade level. This grouping places ELLs of heterogeneous proficiencies together. As per CR Part 154.2 students receive Integrated English as a New Language (Integrated ENL). Students in middle and high school receive support mainly in English language arts as part of the core content areas. However, additional assistance is provided on case-by-case scenarios for science or social studies. In this Integrated ENL setting, instruction is provided by one certified ESOL teacher and a content-area certified teacher, who collaborate to plan and deliver instruction and assessments through a co-teaching model. In addition to the Integrated ENL setting, we also provide Stand-alone ENL instruction. During these units of study students receive instruction in order to acquire the English language needed for success in core content courses. These stand-alone units of study are guided towards the entering and emerging students as additional support for their academic and social success.

- b. TBE program. *If applicable.*

SBP does not have a TBE program.

- c. DL program. *If applicable.*

SBP does not have a DL program.

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)?

The organization of the staff at SBP ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL model. The ESL teachers support ELLs in the push-in ICT classes. High school students taking Spanish classes whose Spanish literacy level exceeds the content of their assigned beginning high school Spanish class receive differentiated and individualized instruction in English facilitated by the ESL teacher and the Spanish teacher and are supported by peer tutors working to receive school-based community service credits.

According to our ESL program model and in compliance with CR Part 154, middle school entering and emerging students receive 360 explicit ENL instructional minutes per week, in a combination of stand alone in integrated instruction provided by licensed ESL teachers in ELA and other content area classes; middle school transitioning and expanding ELLs receive 180 explicit ENL instructional minutes per week provided by the licensed ESL teachers in ELA and other content area classes. Also, students are grouped within the grade section, in which the licensed ESL teacher pushes into and co-teaches. High school entering ELLs receive 540 explicit ESL instructional minutes per week, in a combination of stand alone ENL and integrated ENL. Emerging ELLs receive 360 explicit ENL instructional minutes per week, in a combination of stand alone and integrated instruction provided by the licensed ESL teacher within their ELA and content-area classes. High school transitioning and expanding ELLs receive 180 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their English and content-area classes. Commanding students in both Middle and High school programming receive 90 ENL minutes. All ELL students will be offered supplemental services through Title III programming on Tuesday and Thursday from 3 to 5 p.m. All ELLs school-wide are offered native language support through the use of multi-cultural and libraries in the classroom, multi-cultural events school-wide (e.g. multicultural potluck dinner, breakfasts, Spanish cultural events, school-wide diversity and cultural heritage programming and Wednesday workshops.

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.

Content area information in our ESL model is delivered through a workshop model, allowing for maximum intentional use of grouping through the use of data from formative and summative assessments. Using the workshop model also allows differentiated instruction in the form of stations where information of varying complexity is presented to classes of heterogeneous English proficiency levels. The ESL teacher works with content area teachers to encourage, model and give feedback on the use of differentiated instruction, designing curriculum to increase student engagement, and use of authentic assessments. The materials used in class are mainly determined by the curriculum that the school uses: Engage NY. This curriculum provides teachers with guiding materials, supporting graphs, etc. Although the materials are useful, the ESL teacher and content area teacher work together to modify the charts and organizers provided. These modifications include changing the language to make it clearer, adding extra scaffolding, providing different instructions, adding vocabulary, images, amongst others. Native language support inside a classroom depends on the students in the class. Groups that have more entering and emerging students benefit more from direct translations. However, some students require the use of additional resources like images in order to decrease the language barriers. Overall, the ESL objectives match teachers with appropriate professional development opportunities to help them develop their literacy instruction skills within the ESL framework. This collaboration takes place through grade level and vertical team meetings, school-based profession development, professional development offered through the Office of English Language Learners, co-planning periods, intervisitations, and invitations to work on all school inquiry teams.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Native languages are evaluated by conducting the Home Language Identification Survey (HLIS) at students' initial entries and updated periodically at the request of the Department of Education.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by assessing their speaking, listening, reading and writing skills continuously both in formative and summative ways. These forms of evaluation include, but are not limited to, baseline pre-assessments, in-class unit-based assessments, periodic assessments, informal observations and conversations with other teachers, parents and administrators in regards to the student progress. With the help of content teachers we are able to obtain daily assessments done in multiple ways, such as homework, classwork, observations or formal evaluations. These results are shared weekly with the grade team involved with the ELLs.
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
- We differentiate instruction for all subgroups in the following ways:
- The instructional plan for Students with Interrupted Formal Education (SIFE) includes the ESL teacher providing education for staff working with SIFE ELLs on the nature and effects of each SIFE student's academic history. Where applicable, the ESL teacher collaborates with the Pupil Personnel Team to collect additional social and family data necessary to inform instruction. The ESL teacher includes SIFE students in ELL Inquiry Team research and monitors SIFE students' progress in ELA and Math as indicators of progress toward promotion and/or possible academic interventions. SIFE students are encouraged to attend after school Title III programs in ESL, Science and Math. SIFE students with IEPs additionally work with a resource teacher to supplement literacy instruction using grade-level appropriate resources (i.e. American Reading Challenge, Wison, Achieve 3000, Light Sail, etc.
 - ELLs who have been in U.S. schools for less than three years are partnered in class with higher-level English proficiency ELLs to serve as liaisons and provide graduated help with translation, when necessary. The ESL teacher works with high level ELLs who help newcomer ELLs to determine and teach collaborative skills that will help both the newcomer and the higher level ELL (i.e. reciprocal teaching, note-taking, close reading, active listening) and collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a newcomer in the adaptation phase. Newcomers are strongly encouraged to attend after-school Title III programming in ESL, math and science, taught by both the ESL teacher and the content area teachers.
 - ELLs who have been in U.S. schools between four and six years and are beginner-level are partnered in class with higher-level ELLs who help beginner level ELLs to determine and teach collaborative skills that will help both the beginner level ELL and the higher level ELL (i.e. reciprocal teaching, close reading, note-taking, active listening) and collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a newcomer in the adaptation phase. ELLs with four to six years of experience in U.S. schools are strongly suggested to attend the after-school Title III programming in ESL and content area classes.
 - ELLs who have been in U.S. schools more than six years and classified as LTELLs level are partnered in class with former ELLs to serve as liaisons and provide graduated help with translation as necessary. The ESL teachers work with former ELLs who help LTELLs to determine and teach collaborative skills that will help both the LTELLs and the former ELLs (i.e. reciprocal teaching, note taking, close reading, active listening). The ESL teacher collaborates with content area teachers in order to identify a range of student in each class who would benefit from helping an LTELL in second language acquisition phase. LTELLs at entering, emerging or transitional levels of proficiency are also included in a pull-out ESL class, taught by the ESL teacher, designed to address challenges to students' literacy skills. The class specifically prepares students to succeed on the NYSESLAT through test knowledge and the use of differentiated texts for whole-class reading and writing, modeled on the NYSESLAT writing section. LTELLs are strongly urged to attend the after-school Title III programming in ESL, and content area classes.
 - Former ELLs reaching proficiency on the NYSESLAT in the next two years are entitled to testing accommodations like those of the current ELLs (ie. separate locations, extended time, use of bilingual glossaries, third reading of the listening portion on the ELA Regents). In addition, former ELLs in the following two years receive continued transitional support which includes 90 minutes of mandated service per week during the school day as well as after school tutoring and access to all cultural and education programs.
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.

To ensure that student's academic progress has not been adversely affected by re-identification, the principal will consult with a qualified staff member, the student and the parents of the student. Based on this meeting the principal will decide whether or not additional support services are required by the student and if the ELL status must be reversed. This decision must include first consultation with the superintendent. Any final decision will be notified in writing to the parent of the student within 10 school calendar days. To ensure that the student's academic progress has not been adversely affected we look at the progress that the student has made during past years as well as the current one. We focus on teacher anecdotes, report cards, results for state exams, etc. At South Bronx Preparatory the ESL teachers, Richard Painter or Maria Gross manage the initial identification process as well as the re-identification process.

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?

ELLs identified as having special needs receive individualized literacy instruction from a resource teacher to supplement ELA based literacy instruction using grade level appropriate resources (i.e. Achieve 3000, RazKids, Light Sail, etc.). These technological resources support ELLs by improving their reading and writing skills. Depending on the level of each student, they will use a different program. For entering and emerging students we use RazKids, while more advanced students use Light Sail. In addition, all students use Achieve 3000, which differentiates their readings based on a baseline assessment. The ESL teacher also works with special education teachers continuously to help identify and create language goals to include in students' IEP that would help students and teachers monitor and improve ELL-SWDs language, as well as content, skills. Teachers of ELL-SWDs work together to increase student engagement and comprehension to include listening, speaking, reading and writing. The teachers allow students extended wait or processing time, employ technology in the classroom, create small-group instruction, modify written texts, and give individualized instruction. ELLs identified as having special needs are strongly recommended to attend the twice weekly after-school Title III program in ESL and content areas. The school ensures that ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program by identifying the students at the beginning of the school year. A report is created by the school's Assistant Principal, which is reviewed by the ESL teachers using SESIS.

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?

ESL instructional material are largely teacher-created, adapted from Engage New York, the Common Core Learning standards aligned literacy curriculum based on expeditionary learning. In collaboration with content area teachers, texts and textbooks from ELA, math, science and social studies are also used in ESL classes. Grade level appropriate materials are chosen for their reading accessibility and then modified for the individual student's reading level. Student schedules are built around the needs of the students. Additionally, ENL teachers have flexibility in scheduling to ensure all the students are properly served. The criteria used to place students in ICT classes include: Multiple assessments conducted by teachers in the SCHOOL BASED SUPPORT TEAM, anecdotal notes from teachers, counselors, referrals, PUPIL PERSONEL SERVICES, and recommendations by school, psychologists during initial, annual or reevaluation reviews.

Chart

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*
TOTAL	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 Dually 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(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. 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.

Chart

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 Dually 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.

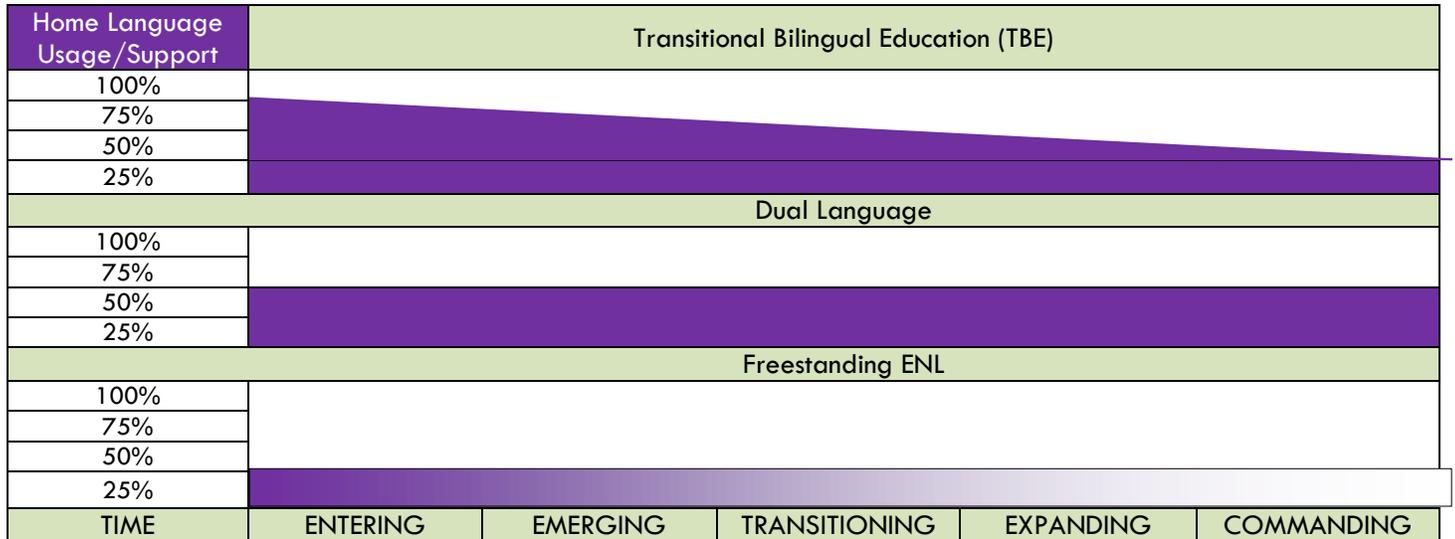


*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ELLs in ELA and other content areas are delivered across content area classes along with the ESL teacher in an ICT setting. Interventions are targeted through the use of data collected during departmental meetings and in co-planning meetings with the ESL teachers and the ELL Inquiry Team. The school-wide use of Expeditionary Learning curriculum, which is CCLS-aligned, draws on best practices in ESL by incorporating teacher modeling, and the use of technology both to demonstrate aspects of the writing process, to engage students in the writing process, to increase the amount of writing that students produce, and to build on students' functionality in computers to raise the level of incorporated revising and editing strategies. ELLs who did not make Adequate Yearly Progress (AYP) in the previous academic year in ELA according to Annual Measurable Achievement Objectives (AMAOs) are chosen for a targeted list of students to include in the ELL Inquiry Team study. ELA teachers, whose ELL have not made AYP, work collaboratively with the ESL teacher in order to identify, assess, and modify interventions to help these ELLs make up lost progress and move to the next level in ELA based on city and state tests, including NYSESLAT levels. In addition to the existing ELA classes, ELLs in 6th grade with IEPs and all ELLs in 7th and 8th grades use Achieve 3000 for two to five periods (116-290 minutes) a week with a special education teacher who has gone through Quality Teaching of English Language (QTEL) and Achieve 3000 training; the special education teacher team teaches with the ESL teacher in order to systematically assess, differentiate, and increase the student reading and writing levels. In analyzing the data about the ESL program, we determined that our students needed more contact hours with Achieve 3000 in order to make the expected 1.5 grade level gains in reading that Achieve 3000 can help our students. The Achieve 3000 proposed in the last Language Allocation Policy has been implemented as planned. Targeted interventions in math are discussed and planned at departmental meetings, co-planning meetings, vertical team and grade team meetings. Academic interventions in math are implemented in math classes and in targeted after-school interventions conducted during Title III programming. ELLs who have not made AYP in math and ELLs who have not achieved proficiency on the city and state exams are targeted to attend the after-school math instruction with a licensed math teacher. Academic interventions for ELLs in ELA are conducted in English and Spanish, if necessary. Targeted interventions in science and social studies are planned at departmental meetings and in vertical and grade team meetings. Strategies are also discussed and planned at ELL Inquiry Team meetings based on student work. Academic interventions in science and social studies are implemented in science and social studies classes are implemented based on discussions and data review in vertical and grade team meetings. ELLs who have not made AYP in science and social studies and ELLs who have not achieved proficiency on city and state exams are targeted to attend after-school science and social studies programming with a teacher who is licensed in the content area. Academic interventions for ELLs in ELA are conducted in English and in Spanish, if necessary. In implementing targeted intervention approaches with ELLs regarding the use of native language we first determine a student's knowledge and skills in their first language. As it has been mentioned, in some cases there is use of direct translation, and allowing the student to respond using their native language. However, there are subgroups of students whose literacy knowledge and skills in their first language are low. Therefore, using native language intervention programs is not always optimal. In order to identify the students in this subgroup we conduct mostly informal conversations with the students. In addition, this group of ELLs is screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading. We use translation services when necessary, and we refer back to the student's education history. Data collected in this way allows us to identify if there is a need to teach basic language structures or if the student is in need of additional services.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The current ESL program at SBP is effective because it is meeting both the social and academic needs of our ELLs in language development and content areas. Our goal is to provide targeted academic support to ELLs that helps them move toward language proficiency and complete academic success. We evaluate the success of our program using multiple measures. We use ELL Periodic Assessment results, NYSESLAT scores. Annual Yearly Progress and AMAOs. We also use the ELLs' classroom grades, New York City and New York State exam results. Anecdotal reports and attendance records are used extensively to create student profiles. We evaluate the success of our programs for ELLs by examining our teacher's instruction capacity to use effective teaching strategies with ELLs, as measured by their Advance scores, completion of professional development and use of strategies obtained through intervisitations All students are in advisory groups which meet once a week and all students have access to Jupiter Grades, where all teachers record grades, make comments and communicate with students, parents and other school personnel. All the teachers at SBP are made aware of the ELLs in their classrooms during one of the ESL professional development sessions. During this session, all teachers are provided with a list of students who have been identified as ELLs. With this information, teachers reach out to the ESL team in order to obtain ideas for modifications of their lessons as they do not have a certified ESL teacher in their room during all periods. We monitor all middle and high school data to intervene with additional services if necessary. This is done in all content areas to meet the needs of our ELLs.

12. What new programs or improvements will be considered for the upcoming school year?

We expanded the use of Achieve 3000 and the use of Light Sail. We will schedule ongoing coplanning periods between content area teacher and the ESL teachers, increase the number of teachers familiar with best practices in ESL methodologies through professional development and other programs offered by the Office of English Language Learners. These improvements have been set in motion as a response to the results that students obtained on the NYSESLAT and the State Exams. Students scored between a 1 and a 2 on their state exams and showed that their reading skills are not to the par of the rest of their peers. This prompted the expanded use of Achieve 3000 and Light Sail as tools to increment student reading time, further developing this skill.

13. What programs/services for ELLs will be discontinued and why?

SBP has no plans to discontinue any ESL programming at this time. The tools and practices are essential in the success of the students, so there is no reason to discontinue anything.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs as they are included in all school-wide programs, grade- and class-level programs. In addition to the ESL, science and math Title III Programming, middle school LTELs are included in the grant-funded after-school program that we share with MS 223 in the same building. This 20-week program provides specific reading and writing support through Achieve 3000 and Phonics Blitz, math support through Destination Math and classroom math interventions, NYSESLAT preparation, college planning, family involvement and arts programming. Additionally, ELLs and former ELLs are encouraged to participate in the full range of after-school programming at our school including another one run by Bronx Works, an outside community based organization. The after-school program run by Bronx Works invites all students to participate with them on their afternoon activities, which offer academic help, as well as activities that foster social development.

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 to support ELLs are Achieve 3000, Getting Ready for the NYSESLAT and Beyond, expeditionary learning curriculum supplied by the Department of Education, along with the modifications that go along with that curriculum. For ELL-SWDs we use Raz Kids to determine lower reading levels and improve them. Once students have completed these levels and are ready for more advanced readings, students move to Light Sail. Both of these online reading programs allow teachers to track student improvement while providing them with appropriate books at their reading level. The use of two different programs is necessary due to their target audiences.

All core content area materials are provided by Engage NY, which is then modified by teachers in order to make the content more accessible. However, ELL students read the same books that non-ELLs are reading and being exposed to. In order to be able to follow along, ELL students are provided with online links to access audiobooks which they can play back at home to practice their reading. During after-school, entering and emerging students work with Phonics Blitz, to improve their English language skills.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in our ESL program through ESL cultural field trips, native language support through multicultural and Spanish libraries in classrooms, and multicultural events school-wide. High school ELLs reaching proficiency take Spanish language classes and are offered Spanish Advanced Placement classes where appropriate.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

SBP uses programs that assign student lexile levels which help determine the appropriate reading material to increase literacy. We also use American Reading Program, which lists appropriate books for students at their reading level based on the assessment before reading begins. In high school, we use the baseline assessments provided by the Department of Education in order to choose material suitable for student language and content area improvement.

For ELL-SWDs we use Raz Kids to determine lower reading levels and improve them. Once students have completed these levels and are ready for more advanced readings, students move to Light Sail. Both of these online reading programs allow teachers to track student improvement while providing them with appropriate books at their reading level. The use of two different programs is necessary due to their target audiences. Raz Kids provides books that begin at the lowest lexile levels.

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).

Newly enrolled ELLs take part in all school-and grade-wide summer programming before the beginning of the school year, including 6th grade Welcome Program (a week-long introduction to high school academic expectations) and 9th Grade Club Getaway, an overnight outdoor education class trip. Throughout the school year, as new ELLs enroll into our school, we host individualized orientation for both the ELLs and their parents. This helps them gradually become acclimated in the new social and academic setting. These orientations are held by an ELL specialist (either Mr. Painter or Ms. Gross), along with the help of the admin office staff and the schools' guidance counselor Mr. Scott Galassi. The orientations include information on academic and social activities, uniform policies, a guided tour of the classrooms in order to meet the teachers, etc.

19. What language electives are offered to ELLs?

Spanish language electives are offered at SBP.

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)?

This does not apply as SBP does not have a dual language program.

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.)
All teachers of ELLs are provided with opportunities to learn and build capacity and effectiveness in using best ESL teaching practices. These opportunities include school level professional development in the form of grade team meetings, departmental meetings, co-planning periods with the ESL teacher, participation in the ELL Inquiry Team and training in using Achieve 3000. The ESL teacher works with individual content area teachers to identify areas of support to improve effectiveness of content area teachers' instructional strategies for use with ELLs. The ESL teacher also identifies teachers utilizing best ESL practices and coordinates inter-visitations for teachers to watch effective ESL strategies in use in classroom instruction. Teachers of ELLs are provided with opportunities to utilize network level professional development conducted by the school's Network, that is, periodic ESL meetings and topic specific workshops, such as "Individual Educational Programs and English Language Learners, Part 154." Additionally, all teachers of ELLs are provided with opportunities to participate in city level ESL professional development offered by the New York City Department of Education's Office of English Language Learners.

Following is the scheduled professional learning sessions. Each session meets on Wednesdays from 1:30 p.m. to 3:10 p.m.

- 9/25/15 Identifying ELLS, intake procedure, testing and placement.
- 10/14/15 Collection of data from content area teachers
- 10/28/15 Second Language Acquisition
- 11/4/15 Phonology, morphology and syntax
- 11/25/15 Error Correction
- 12/2/15 Six Models of Co-teaching
- 12/9/15 Differentiating Instruction for Students With Disabilities
- 1/6/16 Using Comprehensible Input
- 1/13/16 Increasing Verbal Interaction
- 1/20/16 Getting Learners Involved
- 1/27/16 Content-based Instructional Strategies
- 2/3/16 Content Based Instructional Strategies
- 2/10/16 Improving English Language Learner Instruction through Technology
- 2/17/16 Importance of Feedback
- 2/24/16 Common Core State Standards for English Language Learners
- 2/17/15 Teaching ELLs to read

The agendas and attendance sheets are maintained in a separate binder in the ESL office.

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?
Teachers of ELLs, including ESL and bilingual teachers are offered to attend Common Core Learning Standards workshops hosted at Teachers College at Columbia University, a week-long QTEL training, a four-day workshop around ELL SWD, and any relevant, supportive professional development as they are made available to better equip teachers of ELLs for the rigorous CCLS-aligned classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members who work with ELLs as they transition from elementary to middle school and from middle school to high school are supported with the help of the guidance staff, the ESL teacher and the Parent Coordinator. Staff are assisted to understand ESL testing guidelines and accommodations, ELL academic language and social language needs, the use of effective strategies in involving families of ELLs to work toward ELL academic success, ESL classroom strategies to build on ELL background content knowledge, connecting ELLs' previous experience with expected grade-level content and skill gains, and specific demographic and promotion rates as useful in determining the most effective methods of supporting ELLs. All ELLs partake in the school- and gradewide summer programming before the beginning of each school year, including 6th Grade Welcome Program (a week-long introduction to school culture and academic expectations), 9th Grade Orientation (one to two days of introduction to high school academic expectations) and the 9th Grade Club Getaway overnight outdoor education class trip. Staff members working with ELLs are encouraged to attend orientation to build a community between ELLs and other staff working with ELLs.
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.

As per CR Part 154.2, ESL training for all staff is conducted in-house through the weekly Wednesday professional development (1:30 pm-3:10pm). Thus, we meet the hours required by the CR Part 154.2 mandate for all teachers. We use attendance sheets as record keeping of all staff members receiving such training. These records are maintained in the ESL teacher's office.

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?

Individual meetings with the parents of ELLs are scheduled throughout the year in order to discuss goals, progress and language development. An initial meeting is held at the beginning of the year to discuss the program in general. Individual meetings are then scheduled based on need. These meetings may occur more than once depending on the student and the needs of the parents. Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

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.

The ELL specialists keep a record of all the individual meetings or additional parent outreach to make sure that the needs of the parents are accommodated. These records are kept in individual compliance binders. Each record includes the names and signatures of the people present, as well as a brief description of what was discussed. When there are letters to be sent out, a copy remains in the ELL office. For phone calls, the ELL specialist record the date and time in which the call was made, who the conversation was with, along with details of the phone call. Finally, ELL specialists also communicate with parents via Jupiter Grades, the system that the school uses to communicate with students and parents outside school. The system keeps a detailed record of correspondence that can be printed out and archived when necessary.

Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help. This applies for letters, in person meetings, phone calls and emails.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs work with our school's Parent Coordinator, Taneesha Crawford, in periodic meetings with the general parent population and also in a specialized meeting for ELL parents in the fall. In order to evaluate the needs of ELL parents, parent discussion groups during the parent meetings and individual meetings during parent Teacher Conferences are held. Ms. Crawford supports parents in accessing computers and provides instruction in resume writing, job searches, and accessing community programs and benefits for families in response to parents' requests. She also helps coordinate the school's participation in Computers for Youth, which provides the family of each 6th grade student with a home computer and reduced rate internet access, allowing parents to become involved more easily in accessing their children's educational data through Jupiter Grades and partake in the parental literacy component of Achieve 3000 in addition to helping parents and children use internet-based educational software to increase student academic skills. Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with the Mercy Center across the street from our school to connect parents of ELLs with Beginning, Intermediate, and Advanced level ESOL classes, conversation partners, reading and computer resources, help with immigration matters, special events around immigrants' rights, access to health care, workshop concerns and citizenship classes. The center also provides workshops and professional development options.

In order to provide ELL parents with this information, we use our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic. In the case in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

5. How do you evaluate the needs of the parents?

We evaluate the needs of parents in ongoing formal and informal measures. As parent needs become clear through meetings about students' academic and social performance, we address parental needs and match parents with available community-based resources. We also conduct surveys about parental needs in the initial meetings with parents and in ongoing periodic meetings, such as Parent Teacher Conferences, IEP Meetings, and ELL parent and all parent workshops. An ELL parent survey is available in the ESL office, as well as a digital Google Form (<http://goo.gl/forms/2vF4ot5B39>) which has been shared with the parent coordinator who assists us with providing it to the parents of ELLs. Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

6. How do your parental involvement activities address the needs of the parents?

The parents of our ELLs cite issues with learning English, accessing community and educational resources for themselves and their children, learning about the high school and college application processes and career assistance as main concerns in becoming more effective advocates for their children's success. Therefore, our targeted parental involvement activities help to address these concerns and build parents' capacities to help them become more effectively involved in their children's education. Using our school's translation and interpretation team, translation and interpretation services in Spanish, and French, Arabic are readily available to parents of ELLs. In the case in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

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.

School Name: South Bronx Preparatory

School DBN: 7X221

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)
Dr. Ellen Flanagan	Principal		10/30/15
Binta Hinson	Assistant Principal		10/30/15
Taneesha Crawford	Parent Coordinator		10/30/15
Richard Painter	ENL/Bilingual Teacher		10/30/15
Nell Perez	Parent		10/30/15
Jennifer Mandel	Teacher/Subject Area		10/30/15
Maria Gross	Teacher/Subject Area		10/30/15
Erin Morrison	Coach		10/30/15
	Coach		
Scott Galassi	School Counselor		10/30/15
Elaine Lindsey	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
Margaret Reveron	Other <u>Special Education</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **South Bronx Preparatory**
Superintendent: **#INGEST ERROR!**

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.

We extrapolate data from the Home Language Identification Survey (HLIS) in terms of preferred written and oral language notifications of parents. In addition, we also use different data sources from ATS that would capture the written translation and oral interpretation needs of the ELL families. The predominant home language for our ELL population is Spanish, with 44 ELL families speaking Spanish at home. We also have one Wolof-speaking ELL family. Within the school staff, we have the capacity to translate and interpret both written and oral forms of communication in Spanish, French and Arabic. For the ELLs whose home languages is low-incident languages, we will utilize translation services from the Department of Education Office of Translation and Interpretation Services.

Staff Member: Language Translation and Interpretation Services
Marlene Sanchez Spanish, written and oral
Margaret Reveron Spanish, written and oral
Maria Gross Spanish, written and oral
Chaouiki Hadjahmed French, Arabic, written and oral

For the languages that parents speak we refer to their home language selection, and keep an updated form on Google Documents. This form can be accessed by the Principal and the ESL teachers.

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.

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.)

Newsletters, parent-teacher conference announcements, after-school program information, testing dates and related information, letters from the school leadership, report cards. The school has the following parent-teacher conferences scheduled:
November 11/2015 - Report cards
March 2-3/2015 - Report cards, testing dates and related information
May 10-11/2016 - Report cards

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.

Formal meetings: Parent-teacher conferences on the dates stipulated by the Department of Education.
Informal meetings: Reaching out to parents every Monday via Jupiter Grades (email), phone calls, or scheduling and appointment if it is required.

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.

At South Bronx Preparatory, all translation services in Spanish, French and Arabic are provided in-house by our school staff or parent volunteers to meet the identified ELL parent needs indicated in Part A. Additionally, we provide our ELL parents with a translated Bill of Parents Rights and Responsibilities during ELL Parent Orientations. Every Wednesday we meet as a faculty and plan around instructional goals as well as community/parent concerns that revolve around our students. We then break into departments and grade levels that specifically address student/parent needs that would bridge

communication between school and home. In this way, we follow this protocol to ensure timely provision of adequate communication with parents, specifically our parents of ELLs. Please note that South Bronx Preparatory often reaches out to community-based organizations for additional support. For low-incident languages, we reach out to the outside vendor, Translation and Interpretation Unit, for services.

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.

At South Bronx Preparatory, all interpretation services in Spanish, French and Arabic are provided in-house by our school staff or parent volunteers to meet the identified needs indicated in Part A. Every Wednesday we meet as a faculty and plan around instructional goals as well as community/parent concerns that revolve around our students. We then break into departments and grade levels that specifically address student/parent needs that would bridge oral communication between school and home. In this way, we follow this protocol to ensure timely provision of adequate, interpreted oral communication with parents, specifically our parents of ELLs. Please note that South Bronx Preparatory often reaches out to community-based organizations for additional oral interpretation support. For low-incident languages, we reach out to the outside vendor, Translation and Interpretation Unit, for oral interpretation services.

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.)

In order to ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services South Bronx Preparatory informs all staff of the availability of these services at the beginning of the school year. In addition, this information will be stipulated in the South Bronx Preparatory Staff Handbook. Staff is aware that they can call 718-752-7373 to get over-the-phone interpretation services in 200 languages, send an email to translations@schools.nyc.gov, or go to <http://schools.nyc.gov/Offices/Translation/default.htm> for further information. The "I Speak" card has been distributed via email as well as posted on the main office for Staff access.

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

South Bronx Preparatory school community ensures that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As such, the majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend/companion or relative for translation and interpretation services. We allow family members or students over the age of 18 to serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed. In addition, our Parent Coordinator, Taneesha Crawford, ensures that there are prominent signage (e.g. interpretation notice signs) that are posted in a conspicuous location at or near the primary entrance to the school covering major languages and indicating the availability of translation and interpretation services. Our school's Assistant Principals, Binta Hinson and Victoria Orsi, provide safety plan procedures of the school to parents of ELLs through meetings with parents, using the translation and interpretation services inside or outside of our school, if needed. In order to fulfill the parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663 we translate documents that contain critical information regarding student's education in the needed languages. If we are unable to translate a document in-school we use the available translation and interpretation parents. In addition we collect data regarding the primary language spoken by the parents of each child and keep this information in the ESL 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)

In order to gather feedback from parents on the quality and availability of services, South Bronx Preparatory parents complete a parent survey which the school uses to determine necessary changes or further implementations on our available services.