



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **11X514**

School Name: **THE BRONXWOOD PREPARATORY ACADEMY**

Principal: **JANET GALLARDO**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronxwood Preparatory Academy School Number (DBN): 11x514
Grades Served: 9-12
School Address: 921 East 228th Street Bronx, NY 10466
Phone Number: 718-696-3820 Fax: 718-696-3831
School Contact Person: Janet Gallardo Email Address: jgallar@schools.nyc.gov
Principal: Janet Gallardo
UFT Chapter Leader: Kevin Nailor
Parents' Association President: Amanda Cruz
SLT Chairperson: Patricia Rinaldi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Cherie Chenault
Student Representative(s): Stela Shati, Diva Perez, Jhanelle Gordon, Briana Thomas

District Information

District: 11 Superintendent: Carron Staple
1 Ford on Stapleldinyc.govcademy ham Plaza Bronx, NY 10458
Superintendent's Office Address: cstaple@schools.nyc.gov
Superintendent's Email Address: 718-741-5841 718-741-7098
Phone Number: 718-741-5841 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue Bronx NY 10458
Director's Office Address: jruiz2@schools.nyc.gov
Director's Email Address: 718-828-7776 718-828-6280
Phone Number: 718-828-7776 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 School Comprehensive Educational Plan (SCEP) 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)
Janet Gallardo	*Principal or Designee	
Kevin Nailor	*UFT Chapter Leader or Designee	
Amanda Cruz	*PA/PTA President or Designated Co-President	
Joseph Depiro	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Stela Shati	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diva Perez		
Briana Thomas		
Jhanelle Gordon		
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Averil Collins	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Natalie Cameron	Member/ Parent	
Andrea Thomas	Member/ Parent	
Sandalin Morant	Member/ Parent	
Rocco Napoli	Member/ UFT	
Patricia Rinaldi	Member/ UFT	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. The student population at The Bronxwood Preparatory Academy (BPA) is very diverse and uniquely representative of many different populations. Of the 430 students currently enrolled, 62.8 % are Black, 26.5 % are Hispanic, and 6.0 % are of other descent, including many that have emigrated from various foreign islands. We have 22 % students with disabilities, 6.5 % that are English Language Learners, and 59 % of our students receive either free or reduced lunch. All of our students are first generation college-goers, and many are to be the first high school graduates in their families. On the campus, students have available to them, the Morris Heights Clinic that supports their health concerns and that also provides seminars on a variety of teen appropriate topics. Through the SIF grant, BPA has a beginning pilot of a blended learning model that will provide students with flexibility of time and place of instruction, in order to meet their individual learning needs, by expanding learning opportunities off-site and making them available to students 7 days a week, 24 hours a day, inclusive of on-campus Extended Learning Time opportunities and classroom instruction. In SY1516, we are partnering with Scholastic, Inc. through their digital leadership division; and, Apex will be our online course platform partner. BPA will continue partnership with New York Junior Tennis League to provide social and academic support through various clubs, academic supports and college and career readiness trips and seminars including Princeton SAT prep courses. This will allow for our school to move forward in creating a level of blended learning in most classrooms this upcoming year. In an effort to serve the whole child for the 21st Century, we will continue to partner with organizations that provide academic and social opportunities for our students and parents to create a school that prepares students for college and careers while extending the school as a place of safety and engagement.

Bronxwood Preparatory Academy's Mission Statement is as follows: Our School mission is to educate all students to become academically successful while meeting and surpassing the New York State Standards. We envision a dynamic learning environment where ideas are shared, mutual respect is given, and diversity is appreciated. With the support of an innovative staff, in partnership with home and community, we will create and develop a community of lifelong learners. In support of this mission, BPA has launched a pilot for a blended learning community which we are expanding for the SY20152016 to prepare our students for the technologically necessities of success in college and career. As the Common Core exams roll out for the next few years, our curriculum is being re-written, in alignment with the state roll out schedule of content area testing, to support student success in the Common Core Standards with the final assessment data in the content based testing. Our entire curriculum is Common Core aligned with the shifts incorporated into this education road map.

2. Presently, BPA is populated with approximately 22% Special Education Students. To support our students, we have a Special Education Teacher for each core content area that meets daily with the content team to review data and scaffold all materials. As well, we have two more Special Education Teachers that specialize in literacy, one of which also teaches a technology class for Special Education students to prepare students for blended learning classes. Two special education teachers are facilitating a class for college and career readiness for our Special Education students. A transition team has been established to support students and their families as each student progresses through their high school programs and on to higher education. Data for our special needs students is reviewed for Regents results and with every scholarship report to assure their status for "on-track" status to graduation. These tallies assure precise programming and targeted interventions for CCLS academic success as represented in standardized testing.

3. Within the Framework for Great Schools, BPA has made progress in all areas of the Framework. Areas of greatest progress have been in "Rigorous Instruction" and "Collaborative Teachers" with an effective rating overall in professionalism. Professional Development in Webb's DOK and Danielson Framework for Teaching has been our targeted drive for SY20142015 supporting our collaborative focus on engagement and rigor primarily through 3B,

Questioning and Discussion and supporting literacy through close reading, vocabulary and note taking skills. The APPR for teachers overall showed increases in all Danielson Framework components with 3b, Questioning and Discussion, although increasing, remaining the most challenging component and will be our focus for SY1516. All data is disaggregated by general population, special education and ELL students, to continually measure students' progress toward graduation via increased Regents pass rates and credit accumulation. Overall, BPA's outreach efforts have shown a positive impact on student attendance in school and ELT opportunities. Through a combined focus of developing teacher pedagogy and concentrating on improved curriculum that is both rigorous and engaging, student response, both socially and academically has shown growth and preparedness for college and career. At Bronxwood Preparatory Academy we continue to strive to fulfill our mission of "every student college bound."

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>3.3 Teachers will work collaboratively in content teams during their weekly team meetings to continue to align the curriculum to the Common Core Learning Standards (CCLS) to address student achievement needs. Through their work the curriculum will be adjusted to meet all the needs of the students, including the subgroups. Administration and teacher teams will give feedback on curriculum alignments.</p> <p>Teacher teams need additional time to continue working on revising the curriculum to meet the needs of the students and share best practices.</p> <p>3.4 Common plan time: Teacher teams and administration will meet to discuss interdisciplinary curricula with the Art teacher to include more project based assignments that allow students to demonstrate their understanding of the content in multiple forms.</p> <p>3.5 Teachers will incorporate school wide strategies for using formative and summative assessments in their daily teachers in addition to interim time periods which will include student journals, reflection writing, exit slips and accountable talk in all classes.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a school wide credit accumulation increase from 75% to 78% as a result of teacher teams work with using data to inform instruction.

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 Rigorous Instruction and the Common Core 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activities/Strategies:</p> <p>Program meeting time into teacher schedule;</p> <p>School leadership will meet frequently with Teacher teams to review data analysis and progress towards strategy development;</p> <p>All data will be generated in general education, Special education and ELL format for comparative studies of success and challenges.</p> <p>Teachers will meet weekly to review data from standardized tests, including benchmark assessments, and develop intervention strategies as per data findings.</p>	<p>All students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Pedagogical staff</p>

<p>Administration will review with teacher Lead teachers bi-weekly the progress in data analysis and intervention strategies.</p> <p>Monthly, teams will present findings to full staff for peer refinement and designation of successful practices. (Monday PD)</p> <p>Progress reports, approximately every 6 weeks, will be considered data for the same cycle of analysis and to designate students for inquiry analysis</p>			
<p>Lead teachers will meet to combine data for school wide interventions with Administration support.</p> <p>Lead teacher will designate common challenges of skills literacy for further analysis within the teams.</p> <p>Common challenges will be analyzed for strategic intervention and Lead teachers will share strategies and best practices as they roll out team interventions.</p> <p>Lead Teacher will run a full staff meeting to determine school wide interventions across the curriculum.</p> <p>These cycles will occur in sync with progress reports and highlighted by standardized testing results for more itemized accounts of student achievement.</p>	All students	Sept. 2015- June 2016	Administration, pedagogical staff, guidance staff
<p>Meetings will be held bi-monthly during Monday conference time;</p> <p>Staff will identify at risk students in need of AIS based on Regents findings and communicate with both the parents and students the need to attend AIS opportunities.</p>	Students in danger of failing a course, off track students, students who failed a Regents, especially ELLs and SWD	September 2015-June 2016	Administration, pedagogical staff, guidance staff and support staff
<p>Bronxwood Preparatory Academy is committed to creating a strong partnership between the home and the school and information is disseminated as follows:</p> <p>Massive mailings, parent meetings and workshops, school activities, school messenger software, email and backpack flyers, Skedula on line program for parents to view their children's academic progress.</p>	All students and parents	Sept. 2015- June 2016	Administration, pedagogical staff, guidance staff, attendance committee members

School administration will create a Parent/Principal newsletter to inform parents of major events and key information.			
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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.

To achieve this goal the following resources will be leveraged:

Per session for staff, administration and guidance counselors 10-16 teachers/one-two times weekly for one/two hours;

One-two administrators/two-three times weekly for two-four hours;

Guidance-one time weekly for two hours;

Programming per diem/two times weekly

Supplies, materials, ink cartridges, manipulatives, calculators, paper, etc

Online programs/software (Castle learning, Skedula, Flocabulary

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.

Midpoint benchmarks for teacher team data analysis will be:

January Regents results increase by +2% overall;

Fall 2015-16 credit accumulation and scholarship report review;

Teacher teams will keep team binders with agenda, minutes, samples of protocols, student works

Teacher APPO growth in Domain 3 will increase by +2%

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>5.3 The need for a collaborative effort of school personnel, community organizations and families to frame a vision for student social and emotional development may be strengthened through organizing structures that support these goals.</p> <p>While each stem of the tripod of student support was operable and effective, the vision and supplemental plan of action was individualized; consequently, the delivery of a strongly unified program was not delivered consistently.</p> <p>Since this evaluation, Parent outreach has increased Parent attendance at Parent Association meetings, Meet and Greets and Parent conferences.</p> <p>We have increased accessibility for parents to continually monitor student success through Pupil Path.</p> <p>Our partners and Bronxwood Preparatory Academy have developed a more efficient form of communications that can be turn keyed to students and their families to expose the opportunities our CBOs offer regularly.</p> <p>Plans for parent engagement through health, wellness and technology classes have begun with extended models in SY1516.</p>		

Our efforts to develop a strong and positive school culture to support our student social and emotional and extend relationships with partners and parents were confirmed with a rating of “Well Developed” in the QR1415 findings: “High expectations are consistently messaged to staff, students and families.

Workshops and frequent updates keep families apprised on student progress towards college and careers.” (QR1415, Page 2

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the overall attendance of Cohort T will increase from 80% to 83% as a result of Bronxwood Prep Academy’s partnership with external organization to enhance social- emotional support.

Activities/Strategies:

Establish a stronger collaborative effort with the school, families, CBOs and Lehman College to ensure that students and their families are aware of all opportunities and have access to sign-up materials, activity menus and calendars.

Provide translations copies of all materials for ELL students and families

Survey the parent association for ideas on future workshops, activities

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 expanding their understanding of a 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activities/Strategies:</p> <p>Establish a stronger collaborative effort with the school, families, CBOs and Lehman College to ensure that students and their families are aware of all</p>	<p>All students and parents</p>	<p>Sept 2015- June 2016</p>	<p>Administration, pedagogical staff, CBO personnel, parent coordinator</p>

<p>opportunities and have access to sign-up materials, activity menus and calendars.</p> <p>Provide translations copies of all materials for ELL students and families</p> <p>Survey the parent association for ideas on future workshops, activities</p>			
<p>A student council with representation of all grade levels will serve as student voice leaders and assist in organizing activities and events aimed at creating a supportive, enriched environment for all students.</p> <p>Student council will meet bi-weekly with an agenda approved by the Principal for all meetings.</p> <p>Student Leaders and the student body will have opportunities for community service, including service for social or community events.</p> <p>A student events calendar will be generated by November 15, 2015 that will be revised monthly if needed.</p>	All students	Sept. 2015- June 2016	Administration, Support staff
<p>Identify student tutors and have them support teachers by assisting in helping targeted students in need of more assistance.</p> <p>Student tutors will volunteer and then seek nomination from a content area teacher.</p> <p>An end of semester gathering of students and parents to celebrate the accomplishment of all students will be scheduled post final grades for the Fall and the Spring semester.</p>	All students	Sept. 2015- June 2016	Administration, guidance staff, and pedagogical staff
<p>Bronxwood Preparatory Academy is committed to creating a strong partnership between the home and the school and information is disseminated as follows:</p> <p>Massive mailings, parent meetings and workshops, school activities, school messenger software, email and backpack flyers, Skedula Pupil path; an on line program for parents to view their children’s academic progress.</p> <p>School administration will create a Parent/Principal newsletter to inform parents of major events and key information</p>	All students	Sept. 2015- June 2016	Administration, guidance staff, and parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

To achieve this goal, the following resources will be leveraged:

Per session for staff, administration, guidance counselors and programming personnel: 10-16 teachers/1-2x weekly for 1-2 hours; 1-2 administrators/2x weekly for 2-3 hours; guidance 1x weekly for 2 hours; programming per diem/2-3x weekly.

Supplies, ink cartridges, paper, recognition awards, etc.

Online licenses

ELT, Saturday Academy opportunities;

Celebrations, awards, student performances, certificates

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.

The midpoint benchmark will be an increase of +1% in college levels standardized test scores for ELA in January 2016;

Increase of student club/enrichment offerings by +3%.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>4.2 -4.5: Over the SY1415, BPA executed an action plan to further develop all the components in Tenet 4 and has maintained a consistent and successful practice in these components.</p> <ul style="list-style-type: none"> · Curriculum was revisited and rewritten to further CCLS standards and incorporate the shifts. Both administration and independent coaches for each content area team were involved weekly with the extension of our curriculum for the purposes of engagement and rigor. · Precise instructional goals to increase engagement and rigor were developed through instructional strategies aligned with pedagogical foci. · Data was reviewed through a development of a unified process so that all teams worked in alignment producing reflections so that school wide student challenges could be addressed for all students and student subgroups. · Each content team was assigned a Special Education specialist who met with them daily for multiple entry points. · Structures were revised, teacher programming altered and processes systematized. · As a result, credit accumulation will increase by +3%, June2015 to June2016. 		

Work in this area produced a “Well Developed” in the QR1415 rating of BPA this Spring15, as noted in 1.1, ensuring engaging and rigorous curriculum accessible to a variety of learners; 2.2, aligning assessments to curricula; and, 4.2 engaging is structured professional collaborations.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the percentage of students earning 10+ credits in Cohort T will increase from 60% to 63%.

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? (include school, educational consultants and/or CBO staff)</p>
<p>Through professional development of all teachers with the components of the Danielson Framework for teaching, improved planning and preparation in Domain 1 with targeted areas of focus, will occur.</p>	<p>All teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, coaches, lead teachers</p>
<p>All curricula will be planned, prepared and executed with multiple entry points and scaffold for students with challenges.</p>	<p>All teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, coaches, lead teachers</p>
<p>Based on data garnered from standardized and content assessments, all curricula will be revised or continued, with best practices shared school wide.</p>	<p>All teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, coaches, lead teachers</p>
<p>Monitor credit progress per cohort per marking period-3x a semester</p>	<p>All teachers and guidance</p>	<p>Sept.2015- June2016</p>	<p>Administration, coach, lead teachers</p>

Meet weekly with guidance to view credit reports	Administration		
Mail progress reports midway marking period to inform both the parents and students of their academic progress			
Guidance will meet with each student who failed courses and create action plan to improve grades next marking period.			

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.
To achieve this goal the following resources will be leveraged: Per session for staff, administration, guidance counselors and programming personnel: 10-16 teachers/1-2x weekly for 1-2 hours; 1-2 administration/2x weekly for 2-3 hours; guidance 1x weekly for 2 hours; programming per diem/2-3x weekly; Supplies: ink cartridges, paper, materials, calculators, etc Online licenses ELT, Saturday Academy opportunities

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.
The midpoint benchmark will be credit accumulation/scholarship reports for Fall2015 for 10 th graders in all content areas increasing +1%.
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>2.2 Through weekly Professional Development times and weekly teacher team meetings; and bi-monthly student council and monthly Parent Association and School Leadership Team meetings, 2.2. will be improved.</p> <p>The school administration will include the school community in the development of the SCEP goals and action plans;</p> <p>Data is used to inform all constituents as well as their perception to further improve relationships through measurable means such as attendance;</p> <p>The SIF Grant is ushered in a new blended learning community roll out for our long term vision with the support of all constituents.</p> <p>The school community will continue to communicate to the parent constituents of the programs and structures we set in place to address the learning gaps of our students through a multitude of communication outreach like mailings, emails, software programs, Parent association meetings and School Leadership Team.</p>		

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be overall faculty improvement by one HEDI rating as evidenced by MOTP data, as a result of structured and collaborative teacher professional development.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activities/Strategies:</p> <p>In SY1516, BPA will continue to focus PDs on Danielson Framework, component 3B, Questioning and Discussion.</p> <p>Cycles of ADVANCE observations and feedback will occur at a minimum of two times a semesters, to determine progress in DF 3b.</p> <p>Interim observations, non-registered, will occur post feedback to monitor teachers' incorporation of recommendations for improved pedagogy.</p> <p>Walk -through and intervisitations will occur 2x per semester for peer feedback. Viewing templates will focus on 3b and 3c.</p>	<p>All teachers, all students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, coaches, lead teachers, teachers</p>
<p>Teachers will continue to plan and execute forms of 3B, both the planning and execution stage to deliver effective practice for rigor and engagement.</p>	<p>All teachers, all students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, coaches, lead teachers, teachers</p>
<p>Observations will focus on 3B, all initiatives of instructional practice and strategies for interventions and the remaining 7 components of the DF, supported by individual, group and full staff PDs.</p>	<p>All teachers, all students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, coaches, lead teachers, teachers</p>

Teachers will conduct inter-visitations school wide to view best practices and provide each other with feedback accordingly.	All teachers, all students	Sept. 2015- June 2016	Administration, coaches, lead teachers, teachers, parent coordinator
Increase parental outreach (meetings, phone calls)			
Encourage parents to attend Parent/teacher conferences			
Create a Parent/Principal newsletter to inform parents of school functions/events			
Provide workshops to parents to receive information by Content teachers on engagement and rigor.			

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.											
To achieve this goal the following resources will be leveraged:											
Per session for staff, administration: 10-16 teachers/1-2x weekly for 1-2 hours; 1-2 Administrators/2x weekly for 2-3 hours; programming per diem/2-3x weekly.											
Supplies: Ink cartridges, paper, supplies, materials, etc											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.											
The mid-point benchmark will be post two complete cycles of observation for teachers, an overall increase in Danielson Framework MOTP of +1%. Progress will be monitored after each cycle of observations (October, December, February, March, April, May).											
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>6.4: Communication amongst partners and families has much improved.</p> <p>Collaborative meetings with partners and the partners sharing activity topics/calendars have improved scheduling and opportunity for more students and family members.</p> <p>Partners/School staff are asked to speak at Parent Association meetings to gather family input for desired opportunities for students and their families. The school personnel coordinate all parties for improved scheduling and advantageous availability of academic and social programs.</p> <p>In a concerted effort to extend the impact of our relationships with our community, Bronxwood Preparatory Academy instituted a variety of communication structures and tools to bridge the gap in order to support our students.</p> <p>As a result, we garnered a “Well Developed” in the QR1415: “High expectations are consistently messaged to staff, students and families.” “School communicates high expectations via the use of Skedula...the school uses Pupil Path as well as email and dialogue.” (QR1415, Page 2)</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the overall parent engagement category of NYC School Survey participation rate will improve from 15 to 30 parent attendance in all school wide venues.

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) 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? (include school, educational consultants and/or CBO staff)</p>
<p>Activities/Strategies: School personnel will coordinate all partners, school staff, family and student activities, both social and academic by extending interface meetings for all parties.</p> <p>The school establishes a community partner by September that collaborates with school personnel and parents to provide a menu of opportunities to promote academic, social and emotional health to impact student success.</p> <p>The school will meet bi-weekly with the CBO for updates, attendance and to establish on-going and upcoming programs.</p> <p>By November, the CBO will present to the PA, proposed opportunities for students, parents and families. The CBO will garner parent input for suggested classes, socials and trips.</p> <p>A tentative calendar of events will be produced, approved and mailed by mid-November.</p>	<p>Parents, students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Parent coordinator, Guidance, CBO partner</p>
<p>School Partners will address the Parent Association and School Leadership Team with proposed opportunities for students and parents and consider all input, including that of school personnel and calendars will be exchanged for</p>	<p>Parents, students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Parent coordinator, Guidance, CBO partner</p>

consolidation and distribution to inform all constituents throughout the year.			
Parent coordinator will use phone messenger, monthly parent calendars and Principal Newsletters to inform and remind parents and staff of all activities available for all constituents.	Parents, students	Sept. 2015- June 2016	Administration, Parent coordinator, Guidance, CBO partner
Attendance and feedback data will be collected to continue to improve communication and parent involvement in the school for the social and academic success of the students.	Parents, students	Sept. 2015- June 2016	Administration, Parent coordinator, Guidance, CBO partner

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.											
To achieve this goal the following resources will be leveraged: Per session for staff, administration, guidance counselors: 10-16 teachers/1-2 weekly for 1-2 hours; 1-2 Administration/2x weekly for 2-3 hours; guidance 1x weekly for 2 hours.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.											
The mid point benchmark will be parent attendance to the Parent Association meetings and Parent conferences by +1% by January 2016.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
The goal of the ELT program for 2015-2016 school year is to increase credit accumulation for students at risk/off track to meet graduation :as well as increase Regents pass rates:
By June 2016, the ELT program will further support the ELA Regents pass rate from 60% to 63%.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students identified for Academic Intervention Services (AIS), with the goal of serving at least 50% of those students.				
Our voluntary sections of the ELT programs provided by our partners (NYJTL, PSAL, Lehman College) are all promoted in collaboration with the school through presentations, student membership drives, socials, classroom rounds, student displays. Parents and students are kept aware of these opportunities through school calendars, letters, phone messenger announcements, daily school announcements and partner drives at Parent Association, lunch room activities and classroom visits.				
Our compulsory sections of the ELT program provided by the school, school personnel and our partners are promoted through assemblies, phone and mail contact with families, back-to-back flyers, monthly calendars, invitations to participate for students and families and direct calls made by each teacher to each student on their student roster. A culture of success is promoted through public recognition and certificates. The belief, at BPA, that all students can succeed is a constant message from all school personnel in formal and informal interactions with our students.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students identified for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of those students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

Bronxwood Preparatory Academy target population for ELT Program:

Off track students based on school data (transcripts, report cards, Regents examination status);

Students in lowest third who have not met 10+ credits/cohort year;

Students who need extra learning time for content classes due to learning and/or language challenges;

Students who have had difficulty passing particular Regents;

Students who have excelled and are prepared to take College Now courses.

Licensed certified teachers/staff will oversee the courses accordingly.

Some of the enrichment activities/clubs include SAT preparation, content based tutoring, Regents preparation, book club, chess club, art, college trips and social clubs (“Free to be Me” club).

Attendance at these various clubs, activities will be monitored and maintained.

Monthly meetings with CBOs and other staff responsible for activities with Administration;

Parent outreach will be conducted via email, phone calls, school announcements and school messenger to communicate with the parents and students regarding functions, events.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

School Administration and CBOs will implement and oversee the various ELT programs.

Licensed personnel will supervise the clubs and courses accordingly.

Monthly meetings between the CBOs and school administration will take place to share progress and next steps.

Attendance and participation will be monitored.

Support staff will ensure the safe learning environment including guidance, school safety and administration.

School Administration will monitor school wide attendance and scholarship reports for students participating in the ELT programs.

CBOs will monitor and evaluate the various ELT program offerings at the school.

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

The ELT program serves all students through supporting their academic progress and extending achievement to college levels. As well as academic scholarship, the ELT program develops interests in community relationships and provides ample afterschool social opportunities.

Part 4b. Timeline for implementation and completion, including start and end dates.

September 2015 through August 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The ELT program schedule:

Wednesday/Thursday: Academics for Regents/tutoring, lab session and Regents examination preparations will take place Wednesday and Thursday, 2:15-4:15pm

Monday-Thursday-CBO NYJTL programs for academics and arts/social clubs will occur at varying schedules including SAT preparatory classes;

Saturday School & Academy: Academies for credit accumulations, lab sessions, and Regents preparation sessions will take place on scheduled Saturdays, 9:00am-12:00/1:00pm;

“Lunch and Learn” sessions are offered to students during teacher lunch time voluntarily in each content area for tutoring;

The ELT and all CBOs meet to immerse in the school goals and share data and information regarding students. The student council and School leadership team also meet with the Administration and CBOs to voice student body needs.

Resources and Personnel needed:

1-2 ELA teachers for Regents examination tutoring, 2x weekly, 2hours per day;

3-6 content area teachers for Regents review and credit accumulation, 2x weekly, 2hours per day;

1-2 administrators, 2x weekly, 2-3 hours per day;

Castle learning 400+ student licenses (all students)

Apex 400+ students licenses (all students) SIF Grant (400 licenses)

1-2 guidance counselors, 1x weekly, 2 hours per day

Skedula;

School supplies including paper, ink cartridges, materials, postage, mailings, and pencils, pens

Small groups are used extensively in ELT;

Students will have the opportunity to do accelerated work during ELT: AP online courses, lab extensions, and special interest courses.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

By February 2016, school wide credit accumulation will increase by 2% for students earning 5+ credits;

Marking period report cards and scholarship reports per marking period to monitor progress;

Fall semester transcripts review by counselors, students and administration;

Increase in guidance and parent coordinator outreach through phone calls for students at risk and not attending ELT

January Regents analysis review to identify students in need of retake and advancement purposes

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students at risk for failing course. Students not passing Regents examinations. Students at risk for failing course. Students not completing class assessments, assignments.	Tutoring Peer tutoring Regents prep class offerings Saturday Academy	AIS is offered throughout the day in classes. Small group One on one PM & Saturday Academies	During the school day Before/after school Saturday Academy
Mathematics	Students at risk for failing course. Students not passing Regents examinations. Students at risk for failing. Students not completing assignments.	Tutoring Peer tutoring Regents prep class offerings Saturday Academy	AIS is offered throughout the day in classes. Small group One on one PM & Saturday Academies	During the school day Before/after school Saturday Academy
Science	Students at risk for failing course. Students not passing Regents examinations. Students not completing class assessments	Tutoring Peer tutoring Regents prep class offerings Saturday Academy	AIS is offered throughout the day in classes. Small group One on one PM & Saturday Academies	During the school day Before/after school Saturday Academy

Social Studies	<p>Students at risk for failing course.</p> <p>Students not passing Regents examinations.</p> <p>Students not completing class assessments</p>	<p>Tutoring</p> <p>Peer tutoring</p> <p>Regents prep class offerings</p> <p>Saturday Academy</p>	<p>AIS is offered throughout the day in classes.</p> <p>Small group</p> <p>One on one</p> <p>PM & Saturday Academies</p>	<p>During the school day</p> <p>Before/after school</p> <p>Saturday Academy</p>
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<p>Students at risk for failing course.</p> <p>Students not passing Regents examinations.</p> <p>Students not completing class assessments</p>	<p>Tutoring</p> <p>Peer tutoring</p> <p>Regents prep class offerings</p> <p>Saturday Academy</p>	<p>AIS is offered throughout the day in classes.</p> <p>Small group</p> <p>One on one</p> <p>PM & Saturday Academies</p>	<p>During the school day</p> <p>Before/after school</p> <p>Saturday Academy</p>

Section 8: 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>All Teachers will be fully licensed and certified in their content area with appropriate state and city certifications.</p> <p>On-going professional development for teachers, administrators and paraprofessionals will be continued with in-house Professional Development, high quality guest facilitators and out-going to the Network PD and independent, content PDs which include topics like curriculum planning, lesson planning, Skedula and Danielson Framework.</p> <p>Administration and staff will attend all hiring fairs seeking highly qualified candidates; we will adhere to all guidelines accompanying this process.</p> <p>Independent coaches per content area will be available weekly to further develop HQT and curriculum.</p> <p>All new teachers and administrators are assigned mentors with consistent and regular weekly meeting times.</p> <p>All teaching candidates must conduct a demonstration lesson and bring a portfolio of curriculum.</p> <p>Team building events create a culture amongst all school staff creating a consistent staff year to year.</p> <p>Weekly Team meetings and resources to support innovation create a strong belief in the school and team fostering long term commitment to the school.</p> <p>Specific hiring for long term transition to support a blended learning model school.</p> <p>School wide inter visitations take place as scheduled to allow all teachers to observe effective teaching and engage in peer assessment for pedagogical improvements.</p>

2b. High Quality and Ongoing Professional Development

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

Every Monday, staff has Professional learning on set topics of the week which includes Danielson Framework and curriculum alignment with CCLS standards.

School wide areas of challenge can be identified and pedagogical interventions established to support student success.

Rubrics are content specific and shared school wide to create an evaluative process that is consistent and familiar to students increasing assessment criterion amongst students.

Inter-visitations are regularly scheduled with specific DF components and innovations as lens. Feedback is shared with visited teacher.

Teacher teams review assessments and share with other teams during full staff meetings to look for common areas of improvement and to develop strategies for student success, reporting back on the strength of the intervention.

CCLS are used as curriculum assessments and teacher teams measure their curriculum against these standards and develop student growth measures to move students across the continuum of grade level standards

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process and professional development for teachers at Bronxwood Preparatory Academy is as follows:

Teachers receive Professional Development on multiple assessment measures including MOTP impact.

Professional Development covers all testing options and transitional periods/tests from Regents to Common Core testing.

Common assessments are generated through the teacher teams. Castle Learning is an online software option for this purpose that teacher have access to at all times.

Bronxwood Preparatory Academy has worked diligently on a system of Regents itemized data standard output and analysis that is done post all Regents including the extrapolation of SWD and ELL data for comparison.

School wide areas of challenge can be identified and pedagogical interventions established to support student success.

Rubrics are content specific and shared school wide to create an evaluative process that is consistent and familiar to students increasing assessment criterion amongst students.

Inter-visitations are regularly scheduled with specific DF components and innovations as lens. Feedback is shared with visited teacher.

Teacher teams review assessments and share with other teams during full staff meetings to look for common areas of improvement and to develop strategies for student success, reporting back on the strength of the intervention.

CCLS are used as curriculum assessments and teacher teams measure their curriculum against these standards and develop student growth measures to move students across the continuum of grade level standards

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	275,011.00	X	5a, 5b, 5c, 5d, 5e, 6, 7
Title I School Improvement 1003(a)	Federal	0	0	0
Title I Priority and Focus School Improvement Funds	Federal	68,337	X	5a, 5b, 5c, 5d, 5e, 6, 7

Title II, Part A	Federal	0	0	0
Title III, Part A	Federal	0	0	0
Title III, Immigrant	Federal	0	X	0
Tax Levy (FSF)	Local	2,580,030.00	x	5a, 5b, 5c, 5d, 5e, 6, 7

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: Bronxwood Preparatory Academy	DBN: 11X514
Name/Phone/Email Address of Contact Person: William Toro/718-696-3820/Wtoro2@schools.nyc.gov	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 2	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
<p>Begin description here: Proposed Supplemental Activity #1 E Science Development Preparation Program: The program is targeted for all of our immigrant students on all levels (Entering, Emerging, Transitioning, Expanding and Commanding) who traditionally are not prepared to meet the N.Y. State Standards for Science. The data shows that 90% of our students cannot pass the baseline assessments for living environment or Earth Science and therefore the program will provide an instructional plan that will target the skills for success in science supplementing the course work. The teachers will model the use of the science academic language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research. This program will offer the required prior knowledge students will need to succeed in their high school careers. The goal of this program is to help students meet the New York State Science standards and requirements and to improve scores on the N.Y. State Science Regents examinations. Frequency of the program/activity: Options: Twice a Week (Wednesday and Thursday and/or Saturdays) Teachers: 1 (ESL/Content Area) Resources: Achieve3000 Escience and English program, libraries, standard-based instructional materials. Facilities: Regular classrooms/ESL Office, computer lab room Assessment: Oral presentations, portfolio, written project, and other forms of testing. Beginning time: After-school from 2:10pm-3:10pm</p> <ul style="list-style-type: none"> • One hour per session • 34 total hours per semester • 17 week program • Beginning date: February, 2016 <p>Measurable outcomes: Increase in passing NYState Science Regents, higher NYSESLAT ELA.</p>	
Proposed Supplemental Instructional Activity #2 Regents Preparation Program:	

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

Frequency of the program/activity: Options: Twice a Week (Wednesday and Friday; and/or Saturdays)

Teachers: 1 (ESL/Content Area Teacher)

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

Facilities: Regular classrooms/ESL Office

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

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

- One hour per session
- 34 hours total per semester
- Beginning date: February 2016
- 17 week program

Measurable outcomes: students will move-up from Entering to Emerging, from Emerging to Transitioning, from Transitioning to Expanding and from Expanding to Commanding. Higher NYSESLAT, ELA and Science passing average.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should Include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here: Professional Development will take place for all Science and ELA teachers who will be involved with the Achieve 3000 Science and ELA program, specifically those teachers that will be utilizing the program as per the Title III immigrant supplemental program. The rationale for targeting these teachers is to train them how to use the Achieve 3000 programs effectively and track measurable outcomes for all immigrant students using the program. The professional development will be conducted during Monday and Tuesday professional development meetings for a duration of two-four weeks dependent on Achieve 3000 professional development staff recommendations. PD will be run by Achieve 3000 staff. Topics to be covered will include how to run Achieve 3000 programs, programming and scheduling students using Achieve 3000, and basic tutorials on Achieve 3000 Software. Professional

development will be of no cost to the title III program itself as purchasing the Achieve 3000 programs includes professional development.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here: The Immigrant program will include sessions, to be hosted by the ESL teachers/coordinator the Vice Principal and/or the parent coordinator, on topics such as graduation requirements, interpreting transcripts, how parents can help in their children’s educations, and what resources are available to them and their children to succeed in school. The rationale for the activity is to allow immigrant parents to become more informed and involved in their child’s education especially regarding to graduation requirements, credit accumulation and/or any questions they may have concerning education in NYC. Parent Coordinator and administration present at parental involvement activity will be at no cost to Title III. The ESL coordinator will be the provider for the parental involvement activity. Parents will be notified by mail and school mail messenger regarding the time and place of the activity. Frequency of workshops: 4 Sessions, to be held over 4 Saturdays mornings.

Facilities: Library

Measurable outcomes: Parents will become more involved in their children’s academic progress.

Time/Date: Saturday 9am-10am, 4 sessions, starting March, 2015

How many parents: All immigrant parents will be notified of this activity.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	_____	_____

Part D: Parental Engagement Activities

Supplies and materials • Must be: – supplemental – additional curricula, instructional materials – 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 11	Borough Bronx	School Number 514
School Name Bronxwood Preparatory Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Janet Gallardo	Assistant Principal Kim Constantine
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor John Molina
Teacher/Subject Area C. Morel/ELA	Parent Amanda Cruz
Teacher/Subject Area type here	Parent Coordinator Brenda Batista
Related-Service Provider T. Stewart	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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 not currently teaching in a bilingual program	0	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	1
Number of certified ENL teachers not 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)	452	Total number of ELLs	29	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	10
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	9

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	3	1	6	1	2	9	0	7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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: _____
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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										6	7	2	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										6	1	2		0
Haitian														0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other TWI/Wol of												2		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)										8	2	0	0	0
Emerging (Low Intermediate)										3	1	2	0	0
Transitioning (High Intermediate)										2	0	1	0	0
Expanding (Advanced)										1	5	2	2	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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	5		0	0
Geography				
US History and Government	2	2	0	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We look at NYSESLAT data, Regents data, attendance data and 8th grade ELA and Math scores to assess early literacy skills. Looking at student data helps our community to identify the skills students are most struggling with and helps us differentiate our curriculum to ensure multiple entry points. This allows students to acquire content specific vocabulary and literacy skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
What is revealed by the data patterns across proficiency levels on the NYSITELL and NYEESLAT is that most of our students struggle with reading and writing skills. Their BICS (Basic Interpersonal Communication Skills) are generally a lot more advanced than their CALPS (Cognitive Academic Language Proficiency Skills). Patterns across the NYSESLAT modalities will affect instructional decisions in that teachers will focus on improving a student's lowest modality while maintaining and also improving their highest modalities as well. Teachers will be able to target specific areas such as reading and writing, and help improve student outcomes as well as proficiency levels. Patterns across the NYSESLAT modalities will affect instructional decisions in that teachers will focus on improving a student's lowest modality while maintaining and also improving their highest modalities. Teachers will be able to target specific areas such as reading and writing, and help improve student outcomes as well as proficiency levels. According to NYSESLAT and NYSITELL results from the spring of 2015 proficiency levels in the speaking and listening modalities has occurred across all grade bands. Proficiency levels in reading have also increased across grades 10 - 12. The data also reveals that we need to continue to improve proficiency levels in writing in across all grade bands.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The information extrapolated by the AMAO Estimator tool is used to by the ESL department to analyze and refine yearly goals. The data reveals that we meet the AMAO 2 goal of "achieving proficiency" and we met the AMAO 1 goal of "making progress". Henceforth, our goals will be to continue to meet both AMAO 1 and AMAO 2 goals for the 2015-2016, 2016-2017 school years.
- 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) Analyzing the data on ELL students suggests that our ELLs need to improve Reading and Writing skills since this represented the greatest weakness on the available testing data (NYSESLAT, NYSITELL, Periodic Assessments, Acuity, Scantron Performance Series, and Regents Exams) and guidance in the Social Studies. In order to help our ELL population succeed in the content areas, Bronxwood Preparatory Academy provides students the opportunity to get after school Regents Prep help. Administration is also actively involved in the success of our ELLs by sending content area teachers to specific professional development opportunities and workshops that target the success of ELLs in the content areas. Our ESL coordinator is also actively involved in disseminating pertinent information to the teachers and administration at Bronxwood Preparatory Academy. Wherever possible, students are given the opportunity to express their opinion in the native language as well as take mandated tests in their native tongue. BPA supports the use of the native language by providing students with bilingual glossaries, dictionaries, and appropriate reading materials. We have also purchased an ELL “library” specifically oriented towards the social studies content area because the data generated by the Global Regents supports additional social studies help.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A

6. How do you make sure that a student’s new language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

N/A

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

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

Part IV: ELL Identification Process

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

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.
Identification of ELL students is done by adhering to the New York State ELL Identification Process. Upon enrollment of a new admit the HLIS is administered by a licensed pedagogue (T. Munting: M.S. TESOL K-12). BPA makes it our policy that an informal interview is administered in the native language and/or English to help determine a students' background and native language. This is done by the ESL coordinator, Mr. Munting (ESL certified) or a licensed pedagogue. Native language support, when needed, is provided by trained bilingual pedagogues (A. Aquino: Spanish; T. Munting: German, Dutch). If it is determined that the student has a home language other than English and speaks little or no English an New York State Identification Test for English Language Learners is administered (NYSITELL) by a licensed ESL teacher. If the native language for a student is Spanish, the Spanish LAB is administered with help from the foreign language teacher Ms. Aquino. The NYSITELL and Spanish LAB are administered and completed within 10 school days of an eligible students' enrollment date at BPA. NYSITELL and Spanish LAB are scanned at the school level through ATS to generate a final score of entering, emerging, transitioning or expanding. The initial screening, HLIS, and NYSITELL are administered by the ESL Coordinator (Mr. Munting, MS in TESOL). If the student scores at the entering, emerging, transitioning or expanding level on the NYSITELL the student is placed in our freestanding ESL program alongside parental approval and notification, and based on parental choice.
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).
When a student is identified as having interrupted/inconsistent formal education through the HLIS (prior schooling section) the ELL coordinator, Mr. Munting administers an Oral Interview and the LENS within 30 days as well as the SIFE questionnaire. This allows the school to identify SIFE students.
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).
Identification for newly enrolled students with IEP's is reviewed by the IEP team at enrollment. If the student has an IEP and is also an ELL student the ESL Coordinator, Mr. Munting, as well as the IEP Coordinator, Tjuana Stewart, collaborates to ensure that both the IEP mandates and ESL minutes are met. If a students has an IEP and the Home Language is other than English the Language Proficiency Team reviews evidence of the students English language history and development. The language proficiency team includes Timon Munting, ESL Coordinator, and Tjuana Stewart, IEP Coordinator. Students are provided services as recommended according to the IEP and recommendation for the IEP team.
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.
After the NYSITELL is scanned and a score is determined, the ELL Coordinator, Mr. Munting, generates an entitlement or non-entitlement letter that is sent home to the parent as well as distributed to the student within five school days of the NYSITELL being scanned into ATS and a score being determined. Letters are generated in parents' preferred language.
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).
When a student who has undergone the ELL identification process as a result of first time entry or re-entry to NYC public schools and is identified as an ELL, the parent is notified that the student will be placed into our ELL program through the completion of the Program Selection form in their preferred language. This is done through a meeting with the ELL coordinator, Mr. Munting, at which point the parent is also informed of their right to appeal the ELL status within 45 days of enrollment. If an appeal is requested Mr. Munting, the ESL coordinator, handles the appeal process. All correspondence with parents/guardians is done in the parents preferred language as indicated on the preferred language form. Records are kept in the cumulative folder of the student as well as a photocopy in the ESL coordinators 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.

Parents are informed about their child's three choices when the student is initially enrolled at our school and deemed eligible and/or identified as an ELL. The ESL coordinator (Mr. Munting) informs the parents of the program choices upon completion of the HLIS and viewing of the program choice video, which is available in multiple languages on the NYC Department of Education website. The video describes the three programs offered by NYCDOE - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). At this point the parent is given the parent survey and program selection form which is filled out and returned to the ESL Coordinator. Parents who request TBE will be informed that their names will be placed on a list for TBE programs as BPA does not currently have the mandated number of students to run a TBE program. When the list contains 20 students, in the same grade, speaking the same native language, as per CR Part 154, BPA will offer a TBE program. BPA makes it a policy to answer any questions regarding the ESL program at BPA and/or other program selections. Translation through the parent coordinator (Ms. Batista) and translated materials are available.

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.

The school reaches out in several ways to ensure that Parent Surveys and Program Selection forms are returned in a timely manner. A phone call is placed home to the parent to set up a meeting at the school with the ESL Coordinator to ensure that all documentation is submitted as well as the student being notified that the Parent Survey and Program Selection forms must be returned. The pedagogues responsible for this process are Mr. Munting, ESL Coordinator.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Surveys and Program Selection Forms are stored in the cumulative folders of ELL students by the ESL coordinator, Mr. Munting. Cumulative folders are reviewed on a weekly basis to make sure that all forms have been returned.
9. Describe how your school ensures that placement parent notification letters are distributed. Upon placement into the ESL program by eligibility through the NYSITELL the ESL Coordinator, Mr. Munting, sends out a letter to parents and hands a letter to the student about their placement into the ESL program at BPA. Letters are generated in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is retained in the ESL office as well as the Cumulative Folder for each child. Mr. Munting, the ESL Coordinator is responsible for ELL documentation. Administration, the ESL coordinator and staff have access to ELL documentation as needed.
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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement and transitional support parent notification letters generated by Mr. Munting, ESL coordinator, in the parents' preferred language and are mailed out by the ESL Coordinator within the first week of school. A copy is also given to each student to take home and give to their parent/guardian.
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).

Based on the parent survey, program selection form and NYSITELL/NYSESLAT, students are placed into the appropriate program at Bronxwood Preparatory Academy at the appropriate level. The default program option for ELL students whose parent survey and

program selection form is missing or incomplete is TBE. Since we do not have the required number of ELL students (20) that are identified as having the same home language per grade level requiring ELL services and choosing either TBE or Bilingual program as their first selection on the parent survey and program selection form, students are placed in our Freestanding ESL program. Parents whose first choice does indicate either TBE or Bilingual programs are informed that we will put their student on a waiting list for their desired program when and if it were to be offered at BPA. We inform the parent that their child will be placed in the offered Freestanding ESL program and that they can petition with the NYC Department of education for a transfer to a school providing the desired program based on language needs. The trend in program choices that parents have requested over the past few years here at BPA is the Freestanding ESL program. The program model offered at our school is aligned with parental requests since they indicate Freestanding ESL services as their first program choice. Alignment between parent choice and program offering is a priority at BPA and is monitored by the ESL coordinator and school administration on a yearly basis through records kept in cumulative folders and in the ESL office.

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.
 - a) Bronxwood Preparatory Academy has a freestanding ENL program based on program choice forms and the number of ELL's enrolled in our school. We follow a push-in/pull-out mode. Students are pulled-out based on their individual needs and based on the ESL teachers' discretion. Integrated and standalone ENL are implemented as per CR Part 154.2. Integrated ENL units are delivered through the Global History classes as well as English classes.
 - (b) The program model is a heterogeneous model in that mixed proficiency levels travel together. Furthermore, all ELL students within a grade level travel together.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In the freestanding ESL program we provide all entering students with one ENL unit and two integrated ENL/ESL units as well as one ELA unit. All emerging students will be given one ENL unit and one integrated ENL/ESL unit as well as one ELA unit. All transitioning, expanding and commanding students will be given 1 integrated ENL/ESL unit as well as one ELA unit.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All classes are taught with native language support. Content area classes are all taught by licensed content area teachers, who have been involved in both internal professional development and have also been briefed in grade level meetings on the needs of the individual ELL students in their classes. They work to differentiate their instruction to facilitate the lower level ELLs' comprehension, and are offered help by the ESL specialists with individual cases. Content level classes are taught in English, and content area resources are provided in English with native language support. Students have access to the specialized ESL library, which consists of teaching aids in content areas, specifically focusing on Global Studies topics, an area in which ELLs have shown a lot of weakness in the past. Students are also provided with bilingual glossaries and in Regents classes teachers are strongly encouraged to give students any practice Regents work in the native tongue as ESL students have the right to take all Regents (except of the ELA Regents) in their native tongue. Students also have access to content-area individualized tutoring, as well as Regents level tutoring by ESL specialists. Native language support in the content area is provided through the use of translation services on the internet as well as bilingual glossaries, dictionaries and any books that can be purchased in the native language. The ESL teacher provides content area support by enhancing CALPS for ELL's in the self-contained ESL classes. This is done by collaborating with content area teachers on what cognitive academic language proficiency skills need to be addressed for

success in the content area. ESL teachers also push-in to the English classes to help enhance English proficiency and to scaffold instruction within the English department. All lessons, unit plans and curriculum are rigorous and aligned with the CCLS focusing on the learning shifts such as critical thinking skills, argument, and informational texts.

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

Students are appropriately evaluated in their native language by ensuring their entitlement to translated Regents exams, glossaries and other pertinent evaluatory materials. The ESL department makes sure to disseminate memos and bilingual glossaries to content area teachers and ensures that all ELL's are provided with translated Regents exams. The Spanish LAB is also used to evaluate ELLs in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At the beginning and end of the school year several diagnostic assessments are given to assess student levels and to ascertain growth throughout the year. Performance Series (specifically the Language Arts and Reading components) are used to track student growth and guide teacher instruction. The NYSESLAT sampler is used as a baseline assessment to further gauge growth and to further enhance teaching practices. The NYSESLAT and Regents Exams (English and translated editions) are offered on a yearly basis as well as any other State and local mandated exams. Content area teachers incorporate listening, reading, writing and speaking assessments on an ongoing basis and are made aware of the importance of evaluating ELL's in all four modalities by the ELL coordinator. This is done at the beginning of each term through a comprehensive ESL packet that informs all faculty and staff about the ELL population at BPA, testing accommodations, testing data, testing suggestions, and other pertinent information regarding ELL's at BPA. In this packer, teachers are made aware that the four modalities of English acquisition include reading, writing, listening and speaking.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

(d) Our plan for the long term ELLs involves a similar push to advance or test out of the program, if their English levels have advanced to proficient, and they can succeed at the mainstream, grade level. To accomplish this, we provide one-on-one

NYSESLAT tutoring after school two times per week, as well as in-class instruction. Instruction includes: expand on figurative languages study, strengthen academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen note-taking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs.

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

7. 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.

The school will ensure the student's academic progress by consulting with qualified staff members in the school, the parent/guardian and the student. Classroom portfolios as well as anecdotes will be used to determine whether academic progress has been made. If it is found that the student may have been adversely affected by the determination, additional support services will be provided to the student as defined in CR Part 154-2.3 and the decision may be reversed.

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

All ELL-SWDs are served as per their IEP in the least restrictive environment. The ESL teacher collaborates with the Special Education department on a daily basis to ensure that students work on leveled reading programs that are rigorous and grade/age appropriate aligned with the CCLS. Access to dictionaries, Rosetta Stone, picture dictionaries and content specific bilingual glossaries is readily available in all classrooms to help facilitate and accelerate English language acquisition. ALL ELL-SWDs have access to the computer lab or computer carts to access translation services as well as bilingual texts. Where applicable, special education students are given resource room as a support class and also attend self-contained classes in the content areas with licensed special education teachers. All special education students are given the same instructional services as their peer general education ELLs. Our plan for ELLs who have been assessed as having special needs includes a close collaboration with the Special Education department to identify and work with their particular accommodations. These children are serviced by both the ESL department and the Special Education department, and a collaborative approach is taken to their advancement and eventual mainstreaming. Differentiated instructional techniques are used in the class to help assist the students with comprehension and understanding. Based on their IEP and collaboration with the IEP coordinator, instruction is tailored to meet the students' language needs as well as providing support with any cognitive needs the student might have. We encourage all teachers to use a variety of differentiated instructional approaches such as, but not limited to, the use of manipulatives, graphic organizers, visuals, engaging prior knowledge, rewording texts, group work, etc. After school tutoring is also available to all ELL special education students to help assist with homework, language needs, and any of the modalities they might be struggling with. All special education ELLs are also tested using Scantron Performance Series and Acuity. The results generated by these exams helps create tailored instruction for each student as well as allowing teachers to see potential gains or areas of need for each student.

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?

All ELL-SWDs are placed in the least restrictive environment as per their IEP. The ESL teachers, special education teachers, and content area teachers collaborate in weekly inquiry teams, grade and department meetings to discuss and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs and to help achieve their IEP goals. The ESL coordinator, special education coordinator and programmer meet on a weekly basis to ensure and maintain flexibility in scheduling so that ELL-SWDs are placed in the least restrictive environment. Our certified ESL teacher's schedule is flexible enough to allow him to provide ESL instruction to ELLs during the regular school day through a push-in/pull out model (through regularly scheduled classes as well as through tutoring sessions during the school day).

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

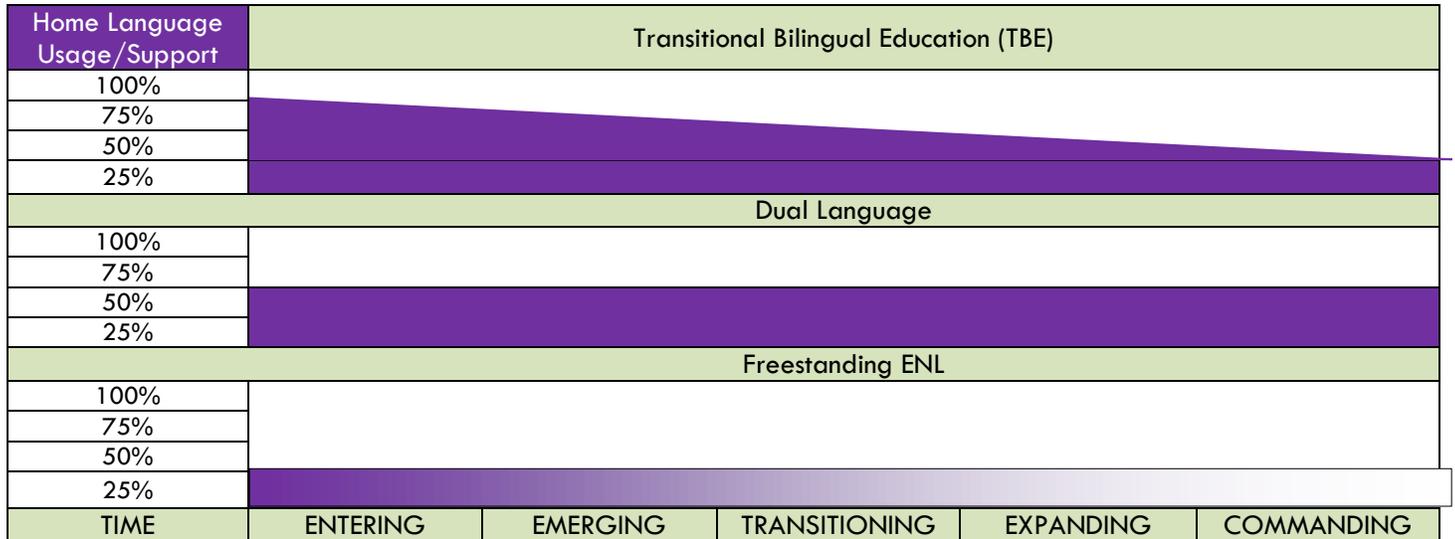


*Note “other approved services” does not apply to New York City at this time.

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

into the classroom to enrich the learning experience. ESL teachers also have audio-visual carts readily available for use to help enrich the learning environment for ELL students. ESL teachers and content area teachers have all the above mentioned resources available to them including a SIFE library, bilingual glossaries and bilingual dictionaries.

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

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

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

All curriculum is designed with age and grade appropriate instruction and is aligned with the Common Core Learning Standards. ELL services and resources support ELLs' ages and grade levels by differentiating and scaffolding instruction, and by using ESL teaching strategies such as modeling, the use of visuals and audio visuals, cooperative learning activities, and alternative assessments. ELL's are given the same access to support services, regardless of age or grade level. Sophomores and juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

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).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development for ELL staff, which currently consists of Mr. Munting and Ms. Morel, includes access to content specific literacy training through Fordham University, and periodic attendance at other DOE ELL Instructional workshops off site. Training on ELL identification, placement and instructional strategies is offered to assistant principals, content area teachers, special teachers, guidance counselors, the office staff and the parent coordinator. We will also be coordinating and implementing two professional development activities, the Teaching Content to English Language Learners; and Literacy Across the Curriculum workshops with the in-school literacy team, consisting of administration, ELL teachers, ESL teachers, and an outside consultant.
2. 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?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. 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.

4. Bronxwood Preparatory Academy will and has committed time, energy and resources to professional development activities. Our ESL coordinator is also in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members will engage in professional development during mandated professional development hours to ensure that we meet requirements as per CR Part 154.2. 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers will receive ELL-specific professional development. Records of these meetings are kept in the Principals office. In the training all teachers of ELLs will be exposed to the following topics for the 2015-2016 school year:

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

As teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing

skills. This year we have and will continue to create study groups with staff members to become more knowledgeable on how to instruct ELLs and increase their language proficiency skills through different instructional tasks.

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?

The school will provide annual individualized meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs. These meeting will be held on Saturdays and include language translation where needed through the parent coordinator and/or an interpreter. Records of these meetings are kept in the ELL Coordinators office as well as the Principals office.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

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

D. Additional Information

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

Paste response here:



Part VI: LAP Assurances

School Name: <u>Bronxwood Preparatory Academy</u>		School DBN: <u>514</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Gallardo	Principal		9/30/15
Kim Constantine	Assistant Principal		9/30/15
Brenda Batista	Parent Coordinator		9/30/15
Timon Munting	ENL/Bilingual Teacher		9/30/15
	Parent		1/1/01
Catherine Morel	Teacher/Subject Area		9/30/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
John Molinia	School Counselor		9/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 514 **School Name: Bronxwood Preparatory Academy**
Superintendent: Carron Staple

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.learnndoe.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.

Data was collected from ATS reports including but not limited to the RHSP, RHLA and RPOB . The HLIS and emergency cards are also used to assess BPA's written translation and oral interpretation needs. The data and research concluded that a significant percentage of our parents/guardians needed written translation/oral interpretation services. We will continue to collect data on our students' family needs to ease communication between Bronxwood Preparatory Academy and the community. All information from the school is given in English and the parent preferred language.

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.

English
Spanish
Arabic
Chinese

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.)

Annual Handbooks - At the beginning of the school year
School Calendar - At the beginning of the year as well as throughout the year
Newsletter - on a monthly basis
Parent Teacher conference notification will be sent out the week before each conference.
After School programs - As individual programs become available, translated information will be sent out 2 weeks prior to the start of the program.
New York Testing Dates are sent out on a rotating basis
Letters from school leadership - When necessary

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.

September 30, 2015 - Family Night
November 19th Evening - Parent Teacher Conference
November 20th Afternoon - Parent Teacher Conference
March 10th Evening - Parent Teacher Conference
March 11th Afternoon - Parent Teacher Conference
May 10th - Evening Conference

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.

The parent coordinator as well as the ESL department ensure timely provision of translated documents to parents in several ways. Our parent coordinator translates written communication to families as well as provides oral translation when necessary. Other written translation services will be provided by our staff. For languages that our parent coordinator and/or staff are unable to translate we will use the Translation & Interpretation Unit.

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.

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

Our staff will also translate:

NCLB communications not available from the NYC DOE.

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

If there is written communication in a language that the staff or parent coordinator cannot translate we will use either the over-the-phone interpreters via the Translation and Interpretation Unit.

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.)

All staff members are aware of how to use translation services and the over-the phone interpretation service through weekly professional development.

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

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

Our staff will interpret:

NCLB communications not available from the NYC DOE.

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

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)

The parent survey is reviewed during staff professional development and discussions take place to improve parent communication. Parent teacher conferences and Parent Association meetings will also be used to allow us to gather feedback from parents on the quality and availability of services.