2018-19
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): 32110011514

BEDS Code: 32110011514

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: jgallardo@schools.nyc.gov

Principal: Janet Gallardo

UFT Chapter Leader: Rocco Napoli

Parents’ Association President: Andrea Thomas

SLT Chairperson: Patricia Rinaldi

Title I Parent Representative (or Parent Advisory Council Chairperson): Janet Gardner

Student Representative(s): Calesia Russell, Andry Lopez

CBO Representative: na

District Information

Geographical District: 11 Superintendent: Carron Staple
Superintendent’s Office Address: 1 Fordham Plaza Bronx, NY 10458
Superintendent’s Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5841 Fax: 718-741-7098

Field Support Center (FSC)

FSC: Bronx Executive Director: Jose Ruiz
Executive Director’s Office 1230 Zerega Avenue Bronx NY 10458

Executive Director’s Email Address: jruiz2@schools.nyc.gov

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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Janet Gallardo</td>
<td>*Principal or Designee</td>
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<tr>
<td>Rocco Napoli</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Andrea Thomas</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Joseph Depiro</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Janet Gardner</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Calesia Russell</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<tr>
<td>ANDY LOPEZ</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Lissette Reyes</td>
<td>Member/ Parent</td>
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2018-19 SCEP-FL
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<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
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<td>America Heredia</td>
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<td>Member/ Parent</td>
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<td>Patricia Rinaldi</td>
<td>Member/ UFT</td>
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<td>Paul Campanella</td>
<td>Member/ UFT</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 for continuous improvement 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 increase 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 Rubric, School Quality Guide and other quantitative and qualitative data tools.

**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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement. 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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

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 will continue to sustain a pilot for a blended learning community and expand for the SY2018-2019 to prepare our students for the technologically necessities of success in college and career.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The student population at The Bronxwood Preparatory Academy (BPA) is diverse and uniquely representative of different populations. Of the 344 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 30% students with disabilities, 6.5% that are English Language Learners, and 59% of our students receive either free or reduced lunch. 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. In SY1819, we will continue to partner with Fordham University for instructional coach support and Apex will be our online course platform partner. BPA has partnered with other new programs that support our instructional and social needs of our student population which include AVID, One Goal and Peer Group Connections (PGC). We continue to offer various clubs, academic supports and college and career readiness trips and seminars. This allows for our school to move forward in creating a level of blended learning in targeted classrooms for this upcoming year. In an effort to serve the whole child for the 21st Century, we continue to partner with organizations and implement our College Access grant through planned activities to help us 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. This year we are launching our new PBIS rewards program to help improve our school culture, decrease school incidents and increase an appreciation for diversity amongst the staff, students and community.

As the Common Core exams continue to roll out for the next few years, our curriculum continues to be re-written to alignment with the state to increase 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.

3. Describe any special student populations and what their specific needs are.

Presently, BPA is populated with approximately 30% Special Education Students. We have also received a number of ENLs from other countries which include Jamaica, Mexico, Dominican Republic and Yemen. 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 college and career. We have two ENL teachers supporting our ENL population in free standing classes as well in the core content classes working with the general education teachers. 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 and ENL 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. Additional tutoring is offered to these population to help them with the State examinations and coursework.

Title iii funding is used to further support our ENLs transition into our school system and prepare for graduation.

4. Identify 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.

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 and will continue into SY2018-2019 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, it still remains the most challenging component along with 3C Engaging students in learning and will therefore be our focus for SY18-19. All data is disaggregated by general population, special education and ENL 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.”

Key Area of focus for this school year will be:

- 3B & 3D from Danielson Framework foci
- 3C-Engagement and rigor increase in curriculum
- Technology infusion and the use of web apps to support and enhance instruction
### School Demographics and Accountability Snapshot for 11X514

#### Grade Configuration (2018-19)
- 09,10,11,12

#### Total Enrollment (2017-18)
- 405

#### SIG Recipient (Y/N)
- No

#### English Language Learner Programs (2018-19)
- N/A

#### Transitional Bilingual
- N/A

#### Dual Language
- N/A

#### Self-Contained English as a Second Language
- N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 29
- # SETSS (ELA): 62
- # Integrated Collaborative Teaching (ELA): 84
- # Special Classes (Math): 30
- # SETSS (Math): 55
- # Integrated Collaborative Teaching (Math): 78

#### Types and Number of Special Classes (2018-19)
- # Visual Arts
- # Music
- # Drama
- # Fine Arts
- # Foreign Language
- 5
- # Dance
- N/A
- # CTE
- N/A

#### School Composition (2017-18)
- % Title I Population: 70.0%
- % Attendance Rate: 90.8%
- % Free Lunch: 67.4%
- % Reduced Lunch: 1.2%
- % Limited English Proficient: 10.4%
- % Students with Disabilities: 22.0%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 2.0%
- % Black or African American: 63.7%
- % Hispanic or Latino: 27.4%
- % Asian or Native Hawaiian/Pacific Islander: 3.2%
- % White: 3.5%
- % Multi-Racial: 2.2%

#### Years Principal Assigned to School (2018-19)
- 13.25

#### # of Assistant Principals (2016-17)
- 4

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- 4%

#### % Teaching Out of Certification (2014-15)
- 38%

#### Average Teacher Absences (2014-15)
- N/A

#### ELA Performance at levels 3 & 4 (2016-17)
- N/A

#### Mathematics Performance at levels 3 & 4 (2016-17)
- N/A

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- N/A

#### Science Performance at levels 3 & 4 (8th Grade) (2016-17)
- N/A

#### ELA Performance at levels 3 & 4 (2016-17)
- 64%

#### Mathematics Performance at levels 3 & 4 (2016-17)
- 71%

#### History Performance at levels 3 & 4 (2016-17)
- 64%

#### US History Performance at Levels 3 & 4 (2016-17)
- 71%

#### 4 Year Graduation Rate (2015-16)
- N/A

#### Regents Diploma w/ Advanced Designation (2015-16)
- 1.9%

#### % ELA/Math A (2015-16)
- N/A

#### % Reading A (2015-16)
- N/A

#### % Science Performance at levels 3 & 4 (8th Grade) (2015-16)
- N/A

#### % Mathematics Performance at levels 3 & 4 (2015-16)
- N/A

#### % Science Performance at levels 3 & 4 (2015-16)
- N/A

#### % ELA/Math Aspirational Performance Measures (2015-16)
- 8%

#### Overall NYSED Accountability Status (2018-19)
- N/A

#### Reward
- No Recognition
- N/A

#### In Good Standing
- No

#### Local Assistance Plan
- No

#### Focus District
- Yes

#### Focus School Identified by a Focus District
- Yes

#### Priority School
- No

#### Focus Subgroups
- ED

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: N/A
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: N/A

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: N/A
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: N/A

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: N/A
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: N/A

#### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: NO
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: NO

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: NO
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: NO

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- American Indian or Alaska Native: N/A
- Black or African American: NO
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
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<tr>
<th>Economically Disadvantaged</th>
<th>NO</th>
<th>ALL STUDENTS</th>
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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

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<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
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<td><strong>Tenet 3 Statement of Practice</strong></td>
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<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
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<td><strong>SOP(s) Addressed</strong></td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Needs:

Based on the 2017-2018 Quality Report and PPR 2017-2018, the area of focus for Bronxwood Preparatory as it pertains to rigorous instruction will be to continue to ensure that teacher teams meet regularly during professional time to develop and enhance teacher pedagogy and review data to implement strategies to engage all learners. Additionally, Bronxwood Preparatory Academy staff will schedule grade level meetings to ensure that we develop robust curriculum that require “high levels of thinking and high quality discussion opportunities for all learners.” Bronxwood Preparatory will continue to establish consistent implementation of targeted instructional practices across all classrooms that is aligned to the school’s instructional focus and other instructional priorities.

Strengths:
3.3 According to 2017-2018 School Quality Guide of the learning environment, 89% of teachers said that they had the resources to include opportunities for students to interact with complex grade level text. (Q18c). Teachers continue to 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.

Teacher teams will be allocated additional time to continue working on revising the curriculum to meet the needs of the students and share best practices.

Additionally, according to the 2017-2018 Quality Review report, Bronxwood Prep rated well developed in 3.4 in establishing a culture for learning that communicates high expectations to staff, students and families. and provide supports to achieve those expectations.

3.4 Common plan time: Teacher teams and administration will meet to discuss interdisciplinary curricula with the English and History departments to include more project based assignments that allow students to demonstrate their understanding of the content in multiple forms. Time will be scheduled to allow teachers to meet in both content and grade level configurations. According to the School Quality Guide 2017-2018, 90% of teachers agreed or strongly agreed that at their school the principal, teachers, and staff collaborate to make the school run effectively. (Q8c)

3.5 Teachers will incorporate school wide strategies for using formative and summative assessments in their daily teaching in addition to interim time periods which will include student journals, reflection writing, exit slips and accountable talk in all classes. Teachers will also be using web based apps and programs to help them assess student learning during and after instruction like class dojo and castle learning.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be a school wide credit accumulation increase from 78% to 83% as a result of teacher teams’ work with using data to inform instruction in order to impact graduation rate.</td>
</tr>
</tbody>
</table>

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Pedagogical staff, teacher leads, instructional coaches</td>
</tr>
</tbody>
</table>

Program meeting time into teacher schedule to ensure staff have sufficient planning time to make curriculum adjustments as necessary; ie. Create more project based assessments, use of rubrics and infusion of web based programs/tools.

All data will be generated in general education, Special education and ELL format for comparative studies of success and challenges.

Teachers will meet weekly to review data from standardized tests, including benchmark assessments, and develop intervention strategies as per data findings.

Progress reports, beginning in Dec 2018, March 2019, May 2019, will be considered data for the same cycle of analysis and to designate students for inquiry analysis.
At risk students will be identified for guidance follow up and parent outreach. Tutoring will be offered. Likewise, advanced students will be identified for College Now courses opportunities.

Administration along with guidance and teachers will meet monthly to review the senior cohort academic standing and provide intervention support as needed. The team will create the "Are you green campaign" list of students' standing based on credit and Regents standing.

Targeted tutoring will be provided to those students who are struggling. Guidance and teaching staff will be asked to serve as mentors to those seniors most in need of additional support and guidance.

Administration will observe teachers formally and informally to monitor implementation of set strategies and technology infusion into curriculum to allow point of entry for all learners.

Increase the use of rubric across the school. Teacher teams will create special acronyms to help students improve their writing skills.

All staff will participate in professional development scheduled for Mondays to continue to study Danielson Framework in depth and identify best strategies to raise rigor and engagement for all learners.

Students who reach Honor Roll will be recognized.

PM and Saturday Academy will be offered for additional credit accumulation opportunities and tutoring.

Massive mailing to the homes of parents regarding academic progress will be conducted each marking period-6x.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, guidance follow up</td>
<td>Sept. 2018-June 2019</td>
<td>Oct 2018</td>
</tr>
<tr>
<td>Targeted tutoring</td>
<td>Nov 2018</td>
<td>Dec 2018</td>
</tr>
<tr>
<td>Advanced students identified for College Now courses opportunities</td>
<td>March 2019</td>
<td>May 2019</td>
</tr>
<tr>
<td>Administration meeting monthly</td>
<td>Oct 2018</td>
<td>Dec 2018</td>
</tr>
<tr>
<td>&quot;Are you green campaign&quot; list of students' standing</td>
<td>Nov 2018</td>
<td>Dec 2018</td>
</tr>
<tr>
<td>Targeted tutoring</td>
<td>March 2019</td>
<td>May 2019</td>
</tr>
<tr>
<td>Administration observing teachers</td>
<td>Oct 2018</td>
<td>Dec 2018</td>
</tr>
<tr>
<td>Use of rubric across the school</td>
<td>All Staff</td>
<td>Nov 2018-Dec 2018</td>
</tr>
<tr>
<td>Professional development for all staff</td>
<td>All Staff</td>
<td>Nov 2018-Dec 2018</td>
</tr>
<tr>
<td>Honor Roll recognition</td>
<td>All Staff</td>
<td>Nov 2018-Dec 2018</td>
</tr>
<tr>
<td>PM and Saturday Academy</td>
<td>All staff</td>
<td>Nov 2018-Dec 2018</td>
</tr>
<tr>
<td>Massive mailing to homes of parents</td>
<td>All staff</td>
<td>Sept 2018-June 2019</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Volunteer teachers will present information session on their curriculum and Regents during Parent Association meetings. Additional workshops on instruction and expectations will be presented during PA meetings at Dec 2018, Jan 2019, Feb 2019.

The parent coordinator will also facilitate workshops regarding access to staff and students' academic progress throughout the year with respect to the web apps we use to inform the parents and students of their academic standings and assignments during Parent Association meetings.

Part 4 – Budget and Resource Alignment

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

Per session for staff, administration and guidance counselors10-16 teachers/one-two times weekly for one/two hours; for credit accumulation school, planning curriculum development and data analysis with the support of the SIF grant, staff planning time on curriculum, assessments, units and the use of new web tools/resources, for lead teachers to plan professional learning sessions.

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

Guidance-one time weekly for two hours;

Purchase of consultants., Apex Online-SIF grant, instructional resources including computers, maintenance, software, and online access to texts for both teachers and students

Programming per diem/two times weekly

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

Online programs/software (Castle learning, Skedula, Brainpop, Apex, Discovery

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<tr>
<th></th>
<th>Title I 1003(a)</th>
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<th>School Achievement Funding</th>
<th>Other</th>
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<td></td>
<td>X</td>
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</tbody>
</table>

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.
By February 2019, there will be a school wide credit increase of 2% as compared to last year.

Review of Fall units and lessons to make adjustments to curriculum for Spring units.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Scholarship Report Fall 2018-2019 for credit accumulation.

January Regents results

Part 5c. In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Needs:

Based on School Quality Guide 2017-2018, Bronxwood Preparatory Academy's score for supportive environment was 4.13 as compared to last year's score of 3.90.

Additionally on the School Survey, 82% of students said that they feel safe in the hallways, bathrooms, locker room, and cafeteria of their school. (Q7c).

Strengths:

Based on 2017-18 School Quality Guide, 89% of students indicated that adults at this school encourages them to continue their education after high school. (Q10b)
84% of students said that they are learning a lot in their classes at their school to prepare them for the next level or grade. (Q4a).

5.3

We have increased accessibility for parents to continually monitor student success through Pupil Path and Castle learning web and cellular tools.

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 external programs offer regularly.

Lastly, BPA continues to utilize the College Access Fund to help us promote student success and college readiness into SY2018-2019 through the strategic purpose of instructional and social programs to support our students. We have also increased our AP course offering through the support of AP for All initiative.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
</table>

By June 2019, 100% of freshmen will be engaged in the PGC program (Peer Group Connection) in order to help them develop strong, moral character and become tolerant individuals as evidenced by a 3% decrease in the number of OORs incidents in SY2018-19.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities/Strategies:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to work with key stakeholders/staff/students to participate in the PGC program professional development for curriculum and methodology to be used for SY 2018-19 in June 2019.</td>
<td>All students and parents</td>
<td>Sept 2018</td>
<td>Administration, pedagogical staff, CBO personnel, parent coordinator, counselors, attendance teacher</td>
</tr>
<tr>
<td>Identify target 25-30 rising Juniors/Seniors to serve as peer mentors for the freshmen class by June 2019.</td>
<td></td>
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</tr>
<tr>
<td>Establish a stronger collaborative effort with the school, families, CBOs, new program initiatives including PGC 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.</td>
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<tr>
<td>Host an information session for parents and students to introduce them to the PGC program and its expectations in June 2018 for next SY 2018-2019.</td>
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</tr>
<tr>
<td>Lead instruction will be scheduled for off/on site support and training as per the PGC program.</td>
<td></td>
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</tr>
</tbody>
</table>
Schedule leadership class for peer mentors chosen for the PGC program. Schedule additional time for grade level meetings to monitor students who are struggling and pair them aptly with a peer mentor who can fit their needs.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Parties</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule leadership class for peer mentors chosen for the PGC program</td>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Schedule additional time for grade level meetings to monitor students</td>
<td></td>
<td>ongoing</td>
</tr>
<tr>
<td>who are struggling and pair them aptly with a peer mentor who can fit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their needs.</td>
<td></td>
<td>Sept 2018</td>
</tr>
<tr>
<td>Work closely with guidance and teachers to monitor status of the program</td>
<td></td>
<td>Oct 2018</td>
</tr>
<tr>
<td>ongoing and program support staff.</td>
<td></td>
<td>Nov 2018</td>
</tr>
<tr>
<td>Create a calendar of events for the PGC program. Highlight the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in our Principal’s Monthly Newsletter accordingly and share with staff,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>families.</td>
<td></td>
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</tr>
</tbody>
</table>

An end of semester gathering of students and parents to celebrate the accomplishment of all students (both mentors and mentees) will be scheduled post final grades for the Fall and the Spring semester.

<table>
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<tr>
<th>Activity</th>
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<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>An end of semester gathering of students and parents to celebrate the</td>
<td>All students, families and staff</td>
<td>June 2019</td>
</tr>
<tr>
<td>accomplishment of all students (both mentors and mentees) will be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scheduled post final grades for the Fall and the Spring semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule retreats and day trips for PGC mentors, staff and mentees.</td>
<td>PGC staff, students</td>
<td>Sept 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nov 2018</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Information sessions on the program description and progress will be shared at PA and SLT meetings Nov, Dec 2018 by administration, teachers and parent coordinator accordingly.

Parents will be asked to volunteer at various school events and trips to support our environment and be inclusive of parent support.

The PGC program will be overseen by Administrator, Mr. Dinner, Mr. Napoli and Ms. Papachristopolis in conjunction with program support staff.

Part 4 – Budget and Resource Alignment

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

To achieve this goal, the following resources will be leveraged:
Per session for staff, administration, guidance counselors and programming personnel: 3-4 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 enrichment activities and events and staff supervision and phone messenger.

Comp time offered to Parent coordinator to support the program as needed.

College Access funding for staff team, college initiatives, events and PGC.

Supplies, ink cartridges, paper, recognition awards, PGC program, materials for PA workshops, School messenger, Pupil path, Castle learning, etc.

Celebrations, awards, student performances, certificates materials for parent workshops and meetings

Title 1 funds for student tshirts and promotional materials for PGC program.

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

<table>
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<tr>
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<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By February 2019, NYC Oors data will decrease by 1% as compared to last year in levels 3-5 incidents.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ATS Oors data

Part 5c. In February 2019, 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

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

#### Needs:

Based on PPO17-18 feedback, an area of focus is to "continue to develop our curricular systems, structures, and teacher capacity in order to deepen coherence across the school and to support individual and groups of students having increased access to the curricula and tasks, (including ENLs and SWDs)."

According to School Quality Report 2017-2018, there was an increase in our ELA Regents pass rate from 65.5% to 69.6%, resulting in a 4% overall increase. However, the ENL students continue to struggle to pass the ELA state examination.

#### Strength:

4.2–4.5: 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.

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.
Curriculum has been revisited and rewritten to further CCLS standards and incorporate the shifts. Both administration and independent coaches for ELA and History content area teams were involved weekly with the extension of our curriculum for the purposes of engagement and rigor.

Each content team was assigned a Special Education specialist who met with them regularly for multiple entry points.

Work in this area yielded us an area of celebration as per our School Quality Guide 17-18 feedback 90% of teachers said that the principal at their school makes clear her expectations for meeting instructional goals. (Q11a)

90% of the teachers also said that the principal sets standards for student learning. (Q11d).sets high standards for student learning.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all ELA teachers will deliver rigorous units of study aligned to CCLS and Shifts and a focus on the instructional shifts, resulting in an increase of the ELA Regents pass rate for all students from 69% to 72%.</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
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<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
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<tr>
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<tr>
<td>All curricula will be planned, prepared and executed with multiple points of entry and scaffold for students with challenges.</td>
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<tr>
<td>Professional teacher team time will be scheduled to analyze student work and Regents data to make curriculum adjustments.</td>
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<tr>
<td>Classroom library books and textbooks will be selected by ELA team for students to read.</td>
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<tr>
<td>Instructional coaches will meet with ELA team to support instruction and assessment and provide timely feedback.</td>
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</tbody>
</table>
**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Information session will be conducted during PA and SLT meetings to inform parents of the skills targeted for the ccELA in Sept 15, Nov 17, 2018 by Administration, staff and or parent coordinator accordingly.

The administration and teacher leaders will oversee the intervisitation process and observation cycles.

**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, data specialist and programming personnel: 4-5 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; for planning, curriculum development, instructional coaches
- Per diem coverages for teachers’ intervisits, planning of professional sessions
- Supplies: ink cartridges, paper, materials, textbooks, Regents review books, pencils, etc
- Us of online licenses and resources and programs including School messenger, Castle learning, and pupil path, library books, instructional coaches
- 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:

By February 2019, ELA Regents scores will increase 1-2% as compared to last year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Scholarship reports January Regents data 2019
Part 5c. In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Needs:

Based on School Quality Guide 2017-18, 90% of the staff felt the Principal communicates a clear vision for this school as compared to the city 85%. (Q11b).

Additionally, 90% of the teachers said that the principal sets clear expectations about implementing what they had in professional development sessions. (Q11e).

Strengths:

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 continue to improve.

The school administration will include the school community in the development of the SCEP goals and action plans;
Data is used to inform all constituents to further improve relationships through measurable means such as attendance with all constituents;

BPA will continue to pilot and increase blended learning classrooms during and at ELT times.

The school community will continue to communicate to all constituents the vision of high expectations to help us support our students in achieving “every student college bound.” Outreach will continue to be disseminated via mailings, emails, software programs, Parent association meetings and School Leadership Team.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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–<strong>Specific, Measurable, Achievable, Relevant, and Time-bound.</strong></td>
</tr>
</tbody>
</table>

**By June 2019, in order to promote college readiness in students, school administration in collaboration with teachers will conduct 3 professional learning sessions with a focus on DF 3B-Questioning and Discussion techniques to improve teacher practice as measured by an increase in Effective and Highly Effectives from 52% to 57% (Avg MOTP score) as measured by classroom observations.**
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Nov 2018-Dec 2018 Jan 2019</td>
<td>Administration, coaches, lead teachers, teachers</td>
</tr>
<tr>
<td>All teachers, all students</td>
<td>Sept 2018-May 2019</td>
<td>Administration, coaches, lead teachers, teachers</td>
</tr>
</tbody>
</table>

**Activities/Strategies:**

BPA will conduct 3 professional learning sessions on Danielson Framework, component 3B, Questioning and Discussion; effective questioning techniques, discussion and participation techniques, and Webbs DOK/Costas level of questioning.

Cycles of ADVANCE observations and feedback will occur at a minimum of two times a semester, to determine progress in DF 3b.

Walk-through and inter-visitations will occur 2x per semester for peer feedback. Viewing templates will focus on 3b and 3c.

Teachers will complete self-evaluation surveys and in conjunction with Administration, develop individual goals and pd plans aligned with DF.
Instructional coaches will provide teachers with timely feedback and support on their pedagogy.

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.

Administration will facilitate the analysis of MOTP data to identify trends and best practices to differentiate professional development for staff and identify model classrooms for visits as well as connect data to instructional practice to student achievement.

Other frameworks we will reference to improve teacher pedagogy include Webbs DOK, and elements from the principles of learning.

Lead teachers will be identified to conduct pd and turn key information. Model teachers will be used to lead professional topics as well as visit and be visited by colleagues for best practices.

Teachers will create professional development goals that will be monitored throughout the year as per Danielson Framework.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Administration and volunteer staff will share professional learning targets for staff to support student learning at Dec. 2018 at our PA meeting.

PA meeting. Information regarding this goal will be provided to parents during PA and SLT meetings accordingly.

### 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 for planning, curriculum development, coverages and workshops.

Instructional coaches, online web tools/resources, web tools like School messenger.

Supplies: Ink cartridges, paper, supplies, materials, online programs, etc

Per diem coverage for teachers’ intervisit, and professional learning sessions and as needed

Danielson Framework will be the lens to use to drive instructional cohesiveness.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
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</tr>
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<tr>
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<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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:

By February 2019, administration will complete a minimum of two complete cycles of observation for teachers, an overall increase in Danielson Framework MOTP of +2% in DF 3B.

By February 2019, administration will meet with staff to review their MOTPs to date and adjust plans accordingly.

Staff survey/reflections on progress of school wide instructional strategies based on data review.

Attendance records of professional learning sessions will be kept on file.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets of pd on DF3B

MOTP ratings in Fall.

**Part 5c.** In February 2019, 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

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.2</strong> The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>6.3</strong> 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.</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>6.4</strong> 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.</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>6.5</strong> 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.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Needs:**

Based on School Quality Guide 2017-18, 76% of families say that school staff regularly communicates with them about how families can help their child learn. However, 76% of families said that the school works hard to build trusting relations with families like them (Q1g).

**Strengths:**

Collaborative meetings with partners and the partners sharing activity topics/calendars have improved scheduling and opportunity for more students and family members.

Partners/School staff are asked to speak at Parent Association meetings to collaborate and share information as well as 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.
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.

As a result, we garnered recognition as an area of a strength in the PPR1718: “High expectations are consistently messaged to staff, students and families.” “School has established a culture for learning that consistently communicates your instructional expectations, a path towards graduation and career and college readiness (including opportunities for students to take Advanced Placement courses), and feedback to students and families around their individual progress.” At BPA we believe that “every student is college bound”. We will continue to convey a cohesive community vision of what it means to be “college and career ready”.

In our Quality Review of 2017-2018, we earned a "well developed" rating for 3.4 for setting high expectations to the community to increase student outcomes and embrace the essence of our mission, "Every student...college bound” ready.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, in order to deepen the engagement of families, the school will conduct 4 targeted parent workshops during the Parent Association meetings to share school goals, activities and college readiness information designed around financial aid assistance and the college application process which will result in an increase the number of parents attending our PA meetings and school events.
## Part 3a – Action Plan

### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, students, community members</td>
<td>Oct. 2018</td>
<td>Administration, Parent coordinator, Guidance, CBO partner, pedagogical staff</td>
</tr>
<tr>
<td></td>
<td>Nov 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dec 2018</td>
<td></td>
</tr>
</tbody>
</table>

### Activities/Strategies:

The school will continue to work with our community partners; Lehman College College Now, AVID, One Goal, PGC and PSAL, to collaborate with school personnel and parents to provide a menu of opportunities to promote academic, social and emotional health to impact student success which include college trips, recreational trips and club formation based on student interest.

Continue to work with Lehman College College Now and identify qualifying students who demonstrate readiness to take college courses off site;

A tentative calendar of events will be produced, approved and mailed by mid-November. Volunteer key teachers will present during PA meetings on content and state examination expectations.

The school will mail progress reports between report cards to keep parents and student informed of their academic and behavioral status. Letters/certificates will be issued to students and notifications will be sent to PA to receive congratulatory letters as well. The school will mail recognition letters to parents’ homes for academic and attendance achievement.

School messenger (West Interactive Services Corp) will be used to provide school community with alerts regarding important school
announcements. Notices will be distributed in multiple languages to ensure access for all PA.

<table>
<thead>
<tr>
<th>Event</th>
<th>Participants</th>
<th>Dates</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration, parent coordinator and staff will conduct 2 parents workshops covering a wide range of topics regarding student success and parent support as well as the college process and financial aid.</td>
<td>Parents, students, staff</td>
<td>Nov. 2018, Dec 2018</td>
<td>Administration, Parent coordinator, Guidance, CBO partner, pedagogy staff</td>
</tr>
<tr>
<td>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.</td>
<td>Parents, students</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Parent coordinator, Guidance, CBO partner, pedagogy staff</td>
</tr>
<tr>
<td>Information mailed to Parents will be in alternative languages accordingly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Parents, students</td>
<td>Oct. 2018-June 2019</td>
<td>Administration, Parent coordinator, Guidance, CBO partner</td>
</tr>
<tr>
<td>PA surveys will be administered to request PA topics of interest for future PA workshops they wish to have. Parents will be asked to volunteer for school trips, events, etc.</td>
<td></td>
<td>Oct 2018, Nov 2018</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

**Morris Heights Health Center, Peer Group Connections (PGC), AVID, One Goal**

### 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: 6-9 teachers/1-2 weekly for 1-2 hours; 1-2 Administration/2x weekly for 2-3 hours; guidance 1x weekly for 2 hours.

Supplies, flyers, food, parent workbooks, pamphlets, study tips, awards and materials for Parent workshops and events

Materials, resources and outside guest speakers accordingly.

Funding for web based tools to facilitate communication between home and school; ie. Pupilpath, Castle learning

Funding for per diem coverage for teacher coverage

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I 1003(a)</td>
</tr>
</tbody>
</table>

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:

By Feb. 2019 there will be an increase of PA attending our monthly PA meetings as observed by attendance sheets compared to last year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Parent Association monthly attendance sheets for SY2018-2019

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA) | Students at risk for failing course.  
Students not passing Regents examinations.  
Students not completing class assessments, assignments | Tutoring  
Peer tutoring  
Regents prep class offerings  
Saturday Academy  
Extended day | AIS is offered throughout the day in classes.  
Small group  
One on one  
Whole class | During the school day  
Before/after school  
Saturday Academy  
vacation academies |
| Mathematics | Students at risk for failing course.  
Students not passing Regents examinations.  
Students not completing assignments. | Tutoring  
Peer tutoring  
Regents prep class offerings  
Saturday Academy  
Extended day | AIS is offered throughout the day in classes.  
Small group  
One on one  
Whole class | During the school day  
After school  
Saturday Academy  
Vacation academies |
| Science | Students at risk for failing course.  
Students not passing Regents examinations. | Tutoring  
Peer tutoring  
Regents prep class offerings | AIS is offered throughout the day in classes.  
Small group  
One on one | During the school day  
After school  
Saturday Academy |
### Social Studies

<table>
<thead>
<tr>
<th>Students not completing class assessments</th>
<th>Saturday Academy</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at risk for failing course.</td>
<td>Tutoring</td>
<td>AIS is offered throughout the day in classes.</td>
</tr>
<tr>
<td>Students not passing Regents examinations.</td>
<td>Peer tutoring</td>
<td>Small group</td>
</tr>
<tr>
<td>Students not completing class assessments</td>
<td>Regents prep class offerings</td>
<td>One on one</td>
</tr>
<tr>
<td></td>
<td>Saturday Academy</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td>Extended day</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students not completing class assessments</th>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at risk for failing course.</td>
<td>Guidance identifies students at risk for missed credits and/or Regents.</td>
</tr>
<tr>
<td>Students not passing Regents examinations.</td>
<td>Guidance will program said students for ELT and Saturday Academy.</td>
</tr>
<tr>
<td>Students not completing class assessments</td>
<td>Guidance and Dean are available during the day for crisis intervention, and parent outreach.</td>
</tr>
<tr>
<td>Dean or guidance referrals</td>
<td>AIS is offered throughout the day in classes, small group or one on one.</td>
</tr>
<tr>
<td></td>
<td>Classroom visits/presentations will be conducted as well.</td>
</tr>
<tr>
<td></td>
<td>Mandated counseling provided. BIPare created as needed.</td>
</tr>
</tbody>
</table>

| Students at risk for failing course.     | During the school day |
| Students not passing Regents examinations. | After school |
| Students not completing class assessments | Saturday Academy |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   We currently have 51 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

   At Bronxwood Preparatory Academy, we will provide students in temporary housing with equal opportunities to partake in academic and educational support services including tutoring, outside referrals and family support. We will also ensure the students are provided with materials and supplies as needed which include school supplies, clothing, and transportation passes, if eligible. We will also ensure that our students in temporary housing will receive additional support services which include counseling and other intervention programs and enrichment activities. Our school will display the McKinney-vento posters throughout the school and guidance suite. We will track and monitor the status and outreach efforts for our students in temporary houses.

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   na

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](mailto:STH liaison).
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(s) where the response can be found
- 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.

All Teachers will be fully licensed and certified in their content area with appropriate state and city certifications.

On-going professional development for teachers, administrators and paraprofessionals will be continued with in-house 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.

Administration and staff will attend all hiring fairs seeking highly qualified candidates; we will adhere to all guidelines accompanying this process.

Independent coaches per content area will be available weekly to further develop HQT and curriculum.

All new teachers and administrators are assigned mentors with consistent and regular weekly meeting times.

All teaching candidates must conduct a demonstration lesson and bring a portfolio of curriculum.

Team building events create a culture amongst all school staff creating a consistent staff year to year.

Weekly Team meetings and resources to support innovation create a strong belief in the school and team fostering long term commitment to the school.

Specific hiring for long term transition to support a blended learning model school.

Attending hiring fairs; communicate with local colleges for student teachers, use of open market and teacher finder web programs.

School wide inter visitations take place as scheduled to allow all teachers to observe effective teaching and engage in peer assessment for pedagogical improvements.

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 development learning on set topics of the week which includes Danielson Framework and curriculum alignment with CCLS standards based on our needs and interest.

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

Rubrics will be created 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. Model classrooms will be identified and incorporated to support pedagogical practices.

Teacher teams will 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 teachers have access to at all times. Families and students can also access this web tool for information and assignments.

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 ENL data for comparison.

School wide areas of challenge are 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 will be 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 codes. 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 consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section</th>
</tr>
</thead>
</table>
Schoolwide pool. (Refer to Galaxy for school allocation amounts) | references where a related program activity has been described in this plan.
--- | ---
Title I Part A (Basic) | Federal | 284,673 | X | 5a, 5b, 5c, 5d, 5e, 6, 7
Title I School Improvement 1003(a) | Federal | p | p | p
Title I Priority and Focus School Improvement Funds | Federal | 42,543 | X | 5a, 5b, 5c, 5d, 5e, 6, 7
Title II, Part A | Federal | p | p | p
Title III, Part A | Federal | p | p | p
Title III, Immigrant | Federal | p | X | p
Tax Levy (FSF) | Local | 3,814,105 | 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent and Family Engagement Policy**

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 Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

Bronxwood Preparatory Academy supports 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.

Parental Involvement and School Quality

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., ESSA/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 ESSA;

● 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;

### Encouraging School-Level Parental Involvement

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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities: We ask parents/guardians to:

- 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

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

1. **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: __________</th>
<th>DBN: ________</th>
</tr>
</thead>
</table>

This school is (check one):

- [ ] conceptually consolidated (skip part E below)
- [x] 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):

- [ ] Before school
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [x] 10
- [x] 11
- [x] 12
Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: ____ |
| # of certified ESL/Bilingual teachers: ____ |
| # of content area teachers: ____ |

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

Language Development Preparation Program using blended learning platforms:
The program is targeted for all of our ENL students (50) on all grade levels at all proficiency levels (Entering, Emerging, Transitioning, Expanding and Commanding) who traditionally are not prepared to meet the N.Y. State Language Standards in all subject areas. The data shows that our students struggle with academic language in the content areas and therefore struggle passing assessments in these classes. Therefore the program will provide an instructional plan that will target the skills necessary to build academic vocabulary as well as enhance interpersonal communication skills through blended learning platforms (Google Classroom, Brainpop, ESL Library). The teachers will model the use of academic language in ways in which students will be expected to participate, and instructional strategies and activities will reflect language development research. This program will offer the required prior knowledge students will need to succeed in their high school careers as well as introduce them to technologies used in the world.

Rationale: The goal of this program is to help students meet the New York State language standards across the content areas and ultimately to improve scores on the N.Y. State Regents examinations as well as NYSESLAT.

Subgroups and Grade levels
- All ENL students in grades 9-12

Schedule and duration:
- Wednesday-Friday from 2:11-3:41
- Starting Fall semester.

The Language of Instruction: The language of instruction will be English with Spanish support.

Number and types of certified teachers:
- 1 Special education/Science teacher with a bilingual extension
- 1 ELA teacher also certified ESL
- 1 ENL


Facilities: Regular classrooms, computer lab room

Assessment: Oral presentations, written project, testing, and group collaboration.

Beginning time: After-school from 2:11pm-3:11pm, Saturdays from 9:00-11:00am
- One hour per session
- 25 sessions
- Beginning date: Fall 2018
Part B: Direct Instruction Supplemental Program Information

Measurable outcomes: Increase number of ENLs passing NY State Regents, higher NYSESLAT and ELA scores, resulting in students moving up from entering to emerging, from emerging to transitioning, from transitioning to expanding and from expanding to commanding.

Proposed Supplemental Instructional Activity #2

Regents Preparation Program:
The program is targeted for our ENL students in the 9th - 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 ENL students who have yet to pass the ELA and/or Science Regents. Regents content area teachers will collaborate with ENL 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 ENL 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.
The Language of instruction for the Regents Preparation program will be English with Spanish support. The ESL library program itself also support multiple languages.

Frequency of the program/activity: Three times a Week (Thursday, Friday and Saturdays)

Teachers: 1 (Bilingual/ESL), 1 content area (ELA/ENL dually certified)

Resources: Folders, regents practice guides, loose-leaf binder, Apex, Brainpop.

Facilities: Regular classrooms/ESL Office

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

Beginning time: After-school from Saturdays from 9:00-12:00am
* 12 sessions total
* Beginning date: Fall 2018

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 Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

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

Begin description here:

Professional Development will take place for all teachers who will be involved with the Literacy ELA program, specifically those teachers that will be utilizing the program as per the Title III supplemental program. The rationale for targeting these teachers is to introduce them on how to use the Brainpop, ESL Library and Apex programs effectively and track measurable outcomes for all ENL 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 online blended platforms professional development staff recommendations. PD will be run by web tool staff. Topics to be covered will include how to run Apex and use Brainpop in the programs, programming and scheduling students using web tools, and basic tutorials on Apex and Brainpop Software. Professional development will be of no cost to the title III program itself as purchasing the Apex programs includes professional development. There will also be in house professional development by the ENL coordinator regarding google classroom and how to utilize this blended learning platform in the school and for supplementary services such as Title III. Attendance sheets and agendas will be maintained in the Principal's office.

Teachers Receiving Training for Apex, Brainpop
The entire ELA Department
Science Department - Ms. Almonte
Schedule and Training:
TBD

Topics To Be Covered:
How to use the online platforms of Apex, Brainpop
How to test Lexile levels and adjust work accordingly.
Program features.
Level Setting - Baseline Test

Name of Provider: Web tool developers

Teachers receiving training for Google Classroom:
All Teachers

Schedule Training:
TBD

Topics To Be Covered:
How to create a class.
How to use GAFE Apps.
Using GAFE for supplementary learning.
Part D: Parental Engagement Activities

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

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

Begin description here: 

The Title III program will include a session, to be hosted by the ENL 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 ENL 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 ENL 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: 1 sessions, to be held on Saturday morning. Notification of events will be disseminated in the home language as well as translation services at the events. Attendance records, and agendas will be maintained in the Principal's office. Facilities: Library

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

Time/Date: Saturday 9am-12am, 1 session, starting March, 2019

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

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$11,190</td>
<td>Activity 1: 3 bilingual/content area teachers will provide instruction to ELLs over a duration of 25 sessions as follows: Wed/Thur. from 2:11-3:41. Activity 2: 1 ELA/ENL dually certified and 1 Special ed/bilingual extension science teacher will provide instruction to ELLs over a duration of 12 sessions as follows: Sat. from 9:00-12:00am</td>
</tr>
</tbody>
</table>
# Part E: Budget

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

Allocation Amount: $\_

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>$1,217</td>
<td>Materials to support the Direct Instruction components of the Title III LEP program.</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
<td>Software, web tools to support instruction for ELLs at no cost to Title III</td>
</tr>
<tr>
<td>Travel</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,406.93</td>
<td>n/a</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>514</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Janet Gallardo</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>William Toro</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>T. Munting/ENL</td>
</tr>
<tr>
<td>School Counselor</td>
<td>John Molina</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>C. Morel/ELA</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>T. Stewart</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Details</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K): 400
Total number of ELLs: 38
ELLS as share of total student population (%): 9.50%

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>n/a</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>n/a</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>n/a</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>n/a</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>n/a</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>TBE</td>
<td>n/a</td>
<td>0</td>
<td>0</td>
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<tr>
<td>DL</td>
<td>n/a</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>n/a</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>DL</td>
<td>n/a</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>n/a</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

We use formative assessment data gathered from blended learning platforms such as Achieve 3000, Castle Learning, Google Apps for Education and Scantron Performance Series to identify areas of need and to build on areas of strength. The use of graphic organizers and school wide instructional strategies such as turn and talks, frequent checks for understanding, and school wide exit-slips are also used on a daily basis as formative assessments. The data gathered is used to help guide ongoing instructional planning for ENL students. Additionally, we have established a common differentiation section in our lesson plans to help individualize instructional planning for ENL students. Lastly, content specific tracking tools have been collaboratively created to aide instructional planning through quantifiable day-to-day data. 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.

2. What structures do you have in place to support this effort?
Structures that are set in place to support this effort include daily teacher team meetings where teachers share best practices and analyze common assessments to further guide instructional planning. Also, curriculum development and refinement is ongoing and updated from one semester to the next. School wide instructional strategies that include the use of graphic organizers, think-pair-share, turn and talk, frequent checks for understanding and exit slips are also used to support this effort. Adjustments for differentiation are also included in all lesson plans to help support instructional planning. Lastly, rigorous professional development is also provided on formative and summative assessment as well as on ENL differentiation and teaching ENL subgroups.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We look at the scores generated by the NYSESLAT, NYSITELL, Spanish LAB and Regents Exams 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 online platforms such as Scantron's Performance Series and Achieve 3000. Additionally, we use teacher generated baseline/benchmark assessments that are created departmentally and used to identify and progress in areas of need. The data patterns across proficiency levels indicate that our students struggle most with the reading and writing sections of assessments specifically in the Math 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 ENL coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ENL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT and/or ELA Regents.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Structures that are set in place once summative data has been gathered includes proper scheduling as per CR Part 154 for students with ENL services. Title III supplementary programs are also established to help ENL students by providing them with a more personalized learning environment after school. Saturday and PM academies are also offered to all targeted students, including ENL students, in need of intervention. Once areas of weakness are identified through the summative data, we provide targeted professional development to assist teachers with pedagogical strategies and to identify best practices to address interventions. Ongoing feedback through the observation cycle is also used to target school wide needs based off of summative data. We have also created department wide tracking tools to assist with creating a more individualized intervention system for ENL students. These tracking tools are used by the ENL teacher in co-teaching classes as well as in the freestanding classes. Lastly, we use online platforms such as Skedula to monitor and track student achievement and to communicate with parent/guardians the interventions the school is providing for students.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The data patterns across proficiency levels on the NYSITELL and NYSESLAT reveal that most of our students still struggle with reading and writing skills. Their BICS (Basic Interpersonal Communication Skills) are generally a lot more advanced than the 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. According to the Spring 2016 NYSESLAT results and 2016-2017 School Year NYSITELL results proficiency levels in the speaking modality are a strength. The data also reveals that we need to continue to improve proficiency levels in writing in across all grade bands. Furthermore, we also use the Regents scores as outcome assessments to evaluate and inform ELL program which includes specific instructional strategies that are launched across content areas to support ELL’s. These strategies include the use of visuals, collaborative and active content vocabulary, the use of graphic organizers, and the use of common rubrics.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

One of the structures we have set in place to disseminate findings is our ENL Guide for teachers compiled by the ENL coordinator. This is distributed by the ENL Coordinator every semester. Included in the guide is pertinent information on all ENL students in the school including data that can help drive instruction. At the start of each semester, the ENL coordinator collaboratively schedules all students with the school programmer based off of the assessment data. Other structures in place include targeted professional development led by the ENL coordinator and/or the ENL teacher on topics such as differentiation, using blended learning platforms to help all students succeed, and how to identify and support sub-groups within the ENL population (SIFE, ENL SWD’s, Gifted and Talented ENL’s, Long-Term ENL’s, Newcomers, etc.). Lastly, ongoing communication in person or via e-mail between the ENL coordinator, school administration, teachers, guidance counselors and the school programmer assists in disseminating pertinent information in order to adjust programs.

Part IV: ELL Programming

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.
      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 co-teaching model of integrated services as well as stand-alone classes where needed. Integrated and standalone ENL classes are implemented as per CR Part 154.2. Integrated ENL units are delivered mostly through the ELA classes but also through several other content area classes as needed. The program model is a heterogeneous model in that mixed proficiency levels travel together. Furthermore, all ELL students within a grade level travel together. The stand-alone classes are also heterogeneous and are comprised of mixed grade-levels based on scheduling needs.
   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)?
      The school ensures that the mandated number of instructional minutes are provided according to the proficiency levels in our Freestanding ENL program by adhering to CR Part 154.2 regulations. In the freestanding ENL program we provide all entering students with three units of study a week, one of which is a stand-alone ENL unit, one of which is an integrated
ENL/ELA unit and one of which is an integrated ENL in Core Content Area unit. All emerging students will be given two units of study a week, one of which is a stand-alone ENL unit and one integrated ENL/ELA unit. All transitioning and expanding students will be given one ENL unit of study in a Core Content Area. Commanding students will be given at least .5 units of study in integrated ENL in a Core Content Area.

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 ENL students in their classes. They work to differentiate their instruction to facilitate the lower level ENL Students’ comprehension, and are offered help by the ENL 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 ENL library, which consists of teaching aids in content areas, specifically focusing on Global Studies topics, an area in which ENL students 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 language as ENL students have the right to take all Regents (except of the ELA Regents) in their native language. Students also have access to content-area individualized tutoring, as well as Regents level tutoring by ENL 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 ENL teacher provides content area support by enhancing CALPS for ENL students in the stand-alone ENL 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. All content is scaffolded and differentiated to help make content accessible for all students at all proficiency levels. Graphic organizers, modeling, turn and talks, daily exit slips, and frequent checks for understanding are some of the common strategies used to foster language development for ENL students. ENL teachers also co-teach in 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 ENL 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 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 ENL 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 ENL 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 language 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 Long Term ELLs.

(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.

6. 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 ENL 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 ENL 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.

7. 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 ENL 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 ENL 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 ENL teacher’s schedule is flexible enough to allow him to provide ENL 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).

8. 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 ENL 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.

9. Based on data and trends, 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 stand-alone and co-teaching classes for our ELL population. Based on data and trends we will be offering blended learning opportunities for ENL students which will included access to Achieve 3000, Apex, Castle Learning, and Google Apps for Education. Additionally, we will be bringing on board three organizations to help all student in the social-emotional aspect of their education. These programs include Onegoal NY, AVID, and PGC. We also continue to offer 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 ENL 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.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. 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, track and field, soccer and volleyball, are open to all students, including the ELL population. They are able to join any clubs being offered during and after school. ELL’s are able to attend PM School and any tutoring services offered before and/or after the school day. Supplemental services include Title III programs, and after-school tutoring and Regents Prep tutoring. ELL’s are made aware of all school programs available to them through written and verbal communication from the ENL office in English and in the students’ native language. At BPA we make it a priority that all ENL 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.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Instructional materials used to support ELL learning include the use of internet in the classroom to access translation services and to assist in the native language with vocabulary, grammar, reading, and pronunciation. Audio-visual presentations in the classroom are used in combination with traditional text-based approaches to target all learning modalities. Blended learning platforms such as, Google Apps for Education, Castle Learning, Achieve 3000, Avid and departmentalized online learning programs. 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 are also readily available for instructional support. ENL teachers also have audio-visual carts readily available for use to help enrich the learning environment for ELL students. ENL teachers and content area teachers have all the above mentioned resources available to them including a SIFE library, bilingual glossaries and bilingual dictionaries.

13. How is home language support assessed and 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. Newcomers are often paired with intermediate and advanced 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. 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 language 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.

14. 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 ELL’s 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Resources and coordinated efforts in the building include integrated sports teams as well as inviting co-located schools to celebrations such as drama productions, dance performances and other school performances. Best practices are also shared with the ENL coordinator from all schools. Several ELL District PD’s have also been hosted on the campus. A title III summer enrichment program is also offered to all ELL’s building-wide.

16. 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 ENL coordinator places the child in the ENL 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.

17. What language electives are offered to ELLs?

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

18. 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

**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 and non-pedagogic staff.) 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 for ELL staff, which currently consists of Mr. Munting and Ms. Morel, includes access to content specific ENL training hosted through the NYC Department of Education and periodic attendance at other DOE ELL Instructional workshops off site. ENL teachers also host professional development for staff on subjects such as ENL subgroups, and differentiation. Training on ELL identification, placement and instructional strategies is offered to assistant principals, content area teachers, special education 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, ELA teachers, ESL teacher, and an outside consultant.

   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 ENL students according to their language proficiency. ELL personnel may attend monthly workshops offered by the Network ENL coach. ELL staff has the opportunity for coaching with an independent ELA specialist as well for CCLS alignment and ENL/ELA credit bearing coursework and support. ELL staff may select to go to various 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.

2. 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.

   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 co-teaching services are offered by the ENL department to content-level 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. Bronxwood Preparatory Academy will and has committed time, energy and resources to professional development activities. The ENL 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. In the past this has also been done by creating PLC’s with district support. 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 2017-2018 school year:

- Differentiated Instruction
- Blended Learning
- 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.

### 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 based on needs assessments identified by the ENL Coordinator. These meeting will be held on a rolling basis throughout the school year 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. **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 ENL coordinator, also perform workshops specifically tailored to ELL parents. The ENL coordinator actively pursues parental involvement through consistent communication with staff regarding the academic as well as social-emotional development of ENL Students. Peer volunteers will be assigned to serve as Cooperative Learning Partners to LEP students in other classes. 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. Parents are also invited to attend other school activities that celebrate and highlight students’ work such as the art show, poetry night, multicultural festival, and the drama production.

**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:

n/a
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Janet Gallardo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Gallardo</td>
<td>Principal</td>
<td></td>
<td>9/30/15</td>
</tr>
<tr>
<td>William Toro</td>
<td>Assistant Principal</td>
<td></td>
<td>9/30/15</td>
</tr>
<tr>
<td>Brenda Batista</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/30/15</td>
</tr>
<tr>
<td>Timon Munting</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/30/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Catherine Morel</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/30/15</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>John Molinia</td>
<td>School Counselor</td>
<td></td>
<td>9/30/15</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda</td>
<td>Batista</td>
<td>Parent Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>n/a</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>n/a</td>
<td></td>
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<tr>
<td>n/a</td>
<td></td>
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</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 Bronxwood Preparatory Academy’s (BPA) 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>463</td>
<td>86</td>
<td>461</td>
<td>85</td>
</tr>
<tr>
<td>Spanish</td>
<td>59</td>
<td>11</td>
<td>59</td>
<td>11</td>
</tr>
<tr>
<td>Arabic</td>
<td>4</td>
<td>.75</td>
<td>5</td>
<td>.75</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
<td>.75</td>
<td>5</td>
<td>.1</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>Haitian-Creole</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>Jamaican Creole</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
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<tr>
<td>Twi</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.17</td>
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<tr>
<td>soninke</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
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<tr>
<td>wolof</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Handbooks and NYC DOE</td>
<td>At the beginning of the school year (September) and on a rolling basis throughout the school year.</td>
<td>Translated versions of documents through the NYCDOE will be made available to parents.</td>
</tr>
<tr>
<td>Compliance documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of staff versed in different languages. For additional languages, we will use the over the phone interpretation service. Documents will be outsourced upon parent request. We will use DOE certified vendors if applicable for the non covered languages.</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calendars (School and Parent)</td>
<td>At the beginning of the school year (September) and on a rolling basis throughout the school year as well as during every parent association meeting.</td>
<td></td>
</tr>
<tr>
<td>Use of staff versed in different language as well as school messenger and LAC. For additional languages, we will use the over the phone interpretation service. Documents will be outsourced upon parent request. We will use DOE certified vendors if applicable for the non covered languages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletter</td>
<td>On a monthly basis.</td>
<td></td>
</tr>
<tr>
<td>Use of staff versed in different language as well as school messenger and LAC. For additional languages, we will use the over the phone interpretation service. Documents will be outsourced upon parent request. We will use DOE certified vendors if applicable for the non covered languages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Teacher conference notification will be sent out the week before each conference.</td>
<td>Notification will be sent out the week before each conference.</td>
<td></td>
</tr>
<tr>
<td>Use of staff versed in different language as well as school messenger and LAC. For additional languages, we will use the over the phone interpretation service. Documents will be outsourced upon parent request. We will use DOE certified vendors if applicable for the non covered languages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Night</td>
<td>September</td>
<td>Use of staff versed in several different languages.</td>
</tr>
<tr>
<td>Evening - Parent Teacher Conference</td>
<td>November</td>
<td>Use of staff versed in several different languages.</td>
</tr>
<tr>
<td>Afternoon - Parent Teacher Conference</td>
<td>November</td>
<td>Use of staff versed in several different languages.</td>
</tr>
<tr>
<td>Evening - Parent Teacher Conference</td>
<td>March</td>
<td>Use of staff versed in several different languages.</td>
</tr>
<tr>
<td>Afternoon - Parent Teacher Conference</td>
<td>March</td>
<td>Use of staff versed in several different languages.</td>
</tr>
<tr>
<td>Evening - Conference</td>
<td>May</td>
<td>Use of staff versed in several different languages.</td>
</tr>
<tr>
<td>Parent Association Meeting</td>
<td>First/Second Week of Each Month</td>
<td>Use of staff versed in several different languages.</td>
</tr>
<tr>
<td>School Leadership Team</td>
<td>Monthly-Sept to June</td>
<td>Use of staff versed in several different languages.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, the Language Access Coordinator will find translations for any information that needs to be sent, e-mailed, or telephoned home. This will be done by the use of staff versed in several different languages in the school or through the NYC DOE translation and interpretation unit when applicable. Also, the school staff will be utilized to make personal phone calls home as well as calls made from the parent coordinator and/or guidance department. Additionally, we use communication systems such as School Messenger and PupilPath to help deliver important information to those parents who prefer communication in a language other than English which includes the over the phone interpretation services.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.
Information is shared during staff meetings by the parent coordinator, and guidance counselors about the over the phone translation services they can use to conduct phone conferences. Reminders of the various services available will be given during staff meetings and on the Principal’s newsletters for staff.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Our staff will interpret as available. We will utilize the over the phone interpretation services to support us with the parents for those languages not covered by the staff.

Students’ academic performance and approaches to increasing achievement, for example information shared during open school night using the various services.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The School will monitor the parent satisfaction of interpretation services rendered at our school through the use of an in house parent surveys to assess their satisfaction in helping bridge the communication between the school and the families. We will review the data collected to continue to improve our services and outreach to all families. The parent association survey will also be used to gather feedback from parents on the quality and availability of services. Ongoing communication between all constituents will take place including the Parent Association meetings, School Leadership Team and staff meetings.