

MIDDLE SCHOOL 228



JONAS BRONCK ACADEMY

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (10X228)
ADDRESS: 400 E. FORDHAM RD
BRONX, NY 10458
TELEPHONE: (718) 365-2502

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 228 **SCHOOL NAME:** Jonas Bronck Academy

SCHOOL ADDRESS: 400 E. Fordham Rd, Bronx NY 10458

SCHOOL TELEPHONE: (718) 365-2502 **FAX:** (718) 365-3892

SCHOOL CONTACT PERSON: Donalda Chumney **EMAIL ADDRESS:** dchumney@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barbara Martoral

PRINCIPAL: Donalda Chumney

UFT CHAPTER LEADER: Andrea Vanacore

PARENTS' ASSOCIATION PRESIDENT: Meiling Viera-Delgado

STUDENT REPRESENTATIVE:
(Required for high schools) Not applicable

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudolph Rupnarain

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Donalda Chumney	*Principal or Designee	
Andrea Vanacore	*UFT Chapter Chairperson or Designee	
Meiling Viera-Delgado	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Irene Cuevas	DC 37 Representative, if applicable	
Not applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kristin Leone	Member/	
Barbara Martoral	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Jonas Bronck Academy was created in 1997 as a response to the rapid influx of students to Community School District 10. Concerned parents of The Bronx New School (P.S. 51) worked with Manhattan College faculty, the Department of Education, and local community officials to create a middle school on the campus of Manhattan College. In 2009 a new chapter began when the school relocated to the fourth and fifth floors of a state of the art two story school.

Jonas Bronck was located on the first floor in seven rooms of Hayden Hall. It is currently located at 400 E. Fordham Road. The Jonas Bronck Academy opened its doors in 1997 with 72 students. The school was comprised of two sixth and one-seventh grade class. Presently, Jonas Bronck is the home to 237 students, called scholars, and a staff of 37 members. The 6th, 7th, and 8th grade students are grouped into three cohorts in grades 6th through 8. Student classes do not travel in cohorts, but according to individualized schedules to enhance their social and academic growth.

Jonas Bronck is a college preparatory *school of choice*. The mission of Jonas Bronck Academy is to shape an intimate, supportive, engaging school community-where parents are partners; where teachers inspire learning with passion and commitment; and where the staff models – and all the scholars develop and live – our core values of respect, integrity and dignity.

Jonas Bronck Academy will provide the academic and character-building skills our scholars need to graduate from leading colleges, to succeed in a competitive world, and to serve as the next generation of leaders of their communities. Our school vision is to “create an environment where scholars challenge, question, and learn to find answers”. In this environment, students feel safe, supported, and understand the importance of community.

Jonas Bronck Academy enjoys partnerships with a multitude of respected organizations within the community

- *Renaissance Inc.* provides instruction in the Arts with their music and chorus programs. Beyond this, they engage themselves in the social aspects of our school through their participation as student advisors.
- *Computers For Youth* provides all sixth grade scholars with a desk top computer to increase student engagement and achievement in school by improving the educational resources available in their homes.
- *Dancing Classroom* provides Jonas Bronck scholars with social awareness, confidence, and self-esteem through the art of dance.
- *New York City Ballet Company* provides Jonas Bronck scholars with the opportunity to enter and share the world of ballet.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Jonas Bronck Academy				
District:	10	DBN #:	10X228	School BEDS Code:	321000010228

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.7	96.1	95.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		99.3	96.1	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	45	48	90	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	50	54	76		60.3	53.5	75.0		
Grade 8	49	50	73						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	11	3		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	144	152	239		2	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	14	31	Superintendent Suspensions	0	0	TBD		
Number all others	1	23	14						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	17	12	20	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	11	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	13	21
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	4	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0	0	0.5	Percent more than two years teaching in this school	50.0	61.5	TBD
Black or African American	18.8	19.7	21.2	Percent more than five years teaching anywhere	50.0	53.8	TBD
Hispanic or Latino	72.2	75.7	72.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	1.3	2.5	Percent Masters Degree or higher	58.0	54.0	TBD
White	6.9	3.3	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.4	91.7	TBD
Multi-racial							
Male	57.6	54.6	49.5				
Female	42.4	45.4	50.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓						
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	4	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	88.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	12.6	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	23.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	49.7	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	3	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Data Analysis/Findings – ELA:

Looking at 2009-2010 NYC/NYS ELA exams for the scholars attending Jonas Bronck Academy for 2010-2011, we found indication that scholars are approaching standards or meeting standards. The ELA scores indicate that 13.6% of scholars were at level one, 41.7% were at level two, 40.4% were at level three and 4.25% were level four. In analyzing our Student Progress for students that attended our school last year we have made strides in increasing the percentage of level 3 and level 4 scholars in English Language Arts compared to last year. We need to continue to redefine how we meet the needs of the incoming sixth, seventh and eighth graders so that more than 70% make a full years progress. The focus for us is to develop additional strategies in reading and writing that will meet the needs of the scholars at the different levels to ensure that our students move to the next level and provide opportunities that will challenge our levels three and four.

In order to support the growth of our scholars, we have modified our instructional sessions to incorporate instruction of targeted reading strategies. All groups of scholars had the opportunity to look, discuss and practice reading strategies in a reading enrichment periods. Our Literacy project is to develop Rubrics based on the Common Core Standards in writing to be included throughout the school year so that scholars working on writing and reading can transfer what they learned during literacy to the CCS expectations. In addition, we continue to provide after-school support programs in both ELA and Mathematics in order to reinforce skills that scholars are learning in the classroom.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program:

- The continued implementation of a school-wide literacy initiative to teach literacy strategies in all subject area classes with a focus on writing skills.
- The continued implementation of using a variety of assessment tools, i.e. student work folders, school reading simulations, DRA and Acuity to address effective strategies for teaching reading, including: identifying sequence, main idea and theme; and understanding literary terms and types of writing.

Data Analysis/Findings – Math:

In mathematics, the analysis indicates that 3.8% of scholars were in level one, 32.1% in level two and 45.6% in level three and 18.6% in level four. Our scholars did extremely well in performance and progress in mathematics when compared to the city performance. The incoming sixth grade and transfers to our school account for level one students on our roster. Therefore the program in place from the previous year has seemed to have achieved good results.

To continue to support students to continue to achieve at this level, we increased the degree of rigor in the math classes. Scholars in 8th grade are receiving a modified Integrated Algebra course of math to address advancing scholars needs and the needs of students approaching grade level. In addition, we are working to provide the scholars with great use of technology to connect the study of mathematics to the 21st century learning needs.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Math instructional program:

- The continued implementation of a school-wide Math initiative to support mathematic reasoning and reflection.
- The continued implementation of using a variety of assessment tool, i.e. student work folders, school mathematic simulations, and Acuity to address effective strategies for teaching mathematics, including: problem-solving, number and numeration, geometric and algebraic thinking.
- Continued to use the Kaplan materials, NYS Coach books, and teacher-created resources as tools to support students' practicing of mathematical reasoning, problem-solving, and skill development.
- The continued implementation of an advanced math program that will allow the scholars to take the regents in their 8th grade year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Section VI: Action Plan #2

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): All

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase eighth grade students’ access to Regents-level coursework; To increase the percentage of students taking at least two Regents exams by 20% in June, 2010 as compared to the percentage of students who took at least one Regents exam in June, 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>This academic year we offer 3 Regents-level courses to 8th grade students: Integrated Algebra, Living Environment and English Language Arts Regents. A total of 24 students are enrolled in all three courses; 73 students (the entire 8th grade class cohort) is enrolled in the Integrated Algebra course. All students enrolled in each course will sit for the Regents exam for that particular course as an assessment of their learning.</p> <p>After school programs to support students with earning the lab time required to sit for the Living Environment Regents exam begins in October. Our school petitions the New York State Board of Regents for permission to offer the English Language Arts Regents examination in February.</p> <p>The responsible staff members for these academic programs are the Regents’ ELA teacher, the Integrated Algebra teacher and the Living Environment teacher.</p> <ol style="list-style-type: none"> 1. Offer three Regents-level courses: Integrated Algebra, Living Environment and Regents-level English. 2. Evaluate students’ learning and academic proficiency data to determine for which students the next logical academic step would be Regents-level coursework (as determined by grade-level proficiency in seventh grade mathematics, proficiency on 7th and 8th grade NYS science baseline examinations and ELA 7th grade proficiency ratings of 3.6 and higher). 3. Provide supplemental instruction during enrichment/intervention class periods throughout the year for students in need of academic acceleration. 4. Provide before-school or after-school Regents preparatory sessions for students during the fall,

	<p>winter and spring.</p> <p>5. Provide ongoing professional development for teachers in the use of data to inform rigorous, differentiated instruction practices such as Socratic seminars, Project-based curriculum and instructional planning, and Living Environment/8th Grade Science fusion courses.</p> <p>Evidence</p> <ul style="list-style-type: none"> • Number of students enrolled in Regents-level course sections • Attendance for before-school or after-school Regents Preparatory workshop offerings <p>Attendance, agenda and minutes for professional development offerings</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>School funds will be allocated for the salaries of the teachers through fair student funding monies.</p> <p>Faculty members will be offered specialized training through the network team's instructional support coaches.</p> <p>Textbook resources and materials will be supplied through the Core Curriculum Initiative.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Documentation of 8th grade cohort class groupings 2. 8th grade class schedule 3. Schoolwide schedule 4. Submission of 8th grade students' Regents' examination results 5. Monitoring of student progress on benchmark assessments and sample exams 6. Overall passage rate of Regents' level examinations

Section VI: Action Plan #3

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics, English Language Arts and Science

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen the home-school partnership between JBA faculty, parents, and other significant adult community members; JBA faculty will co-plan and co-facilitate 5 student-body/family events in collaboration with the JBA Parent Association. In the 2009-10 school year, only two events were held in partnership with the Parent Association. We seek to increase our partnership events by 150% this school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Meet with Parent Association Executive Board to establish a calendar of proposed partner events for this school year. 2. Set dates of proposed events 3. Examine sources of funding (Title I, fundraising, school budget) 4. Establish faculty parent liaison (in addition to Parent Coordinator) and Parent Association liaison to faculty 5. Faculty Parent Liaison is a professional duty in one teacher's schedule 6. Administrators check-in with faculty parent liaison and Parent Association liaison to faculty on a bi-weekly basis
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

1. Agendas and sign-in sheets from five PA-JBA faculty events.
2. Copy of Faculty Parent Liaison schedule
3. School year 2010-11 calendar

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	14	5					10	
7	15	2					2	
8	3	1					2	
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills with a focus on reinforcing communication skills. The work during this period focuses on having students initiate new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; confirms understanding by paraphrasing the adult’s directions or suggestions.</p>
<p>Mathematics:</p>	<p>During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills with a focus on reinforcing math and science standards and skills. The work during this time has the students focusing on demonstrating problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and detailed steps to follow, and solves problems that make demands on all three aspects of the solution process—formulation, implementation, and conclusion.</p>
<p>Science:</p>	<p>During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills with a focus on reinforcing math and science standards and skills. The work during this time has the students focusing on demonstrating problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and detailed steps to follow, and solves problems that make demands on all three aspects of the solution process—formulation, implementation, and conclusion.</p>
<p>Social Studies:</p>	<p>During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills looking at social awareness and its place in history. The work during this time has the students focusing on demonstrating understanding the context of the social issues they are experiencing based on the communities prior knowledge and experience.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	The social worker addresses a case load of scholars and their families who demonstrate pattern of excessive absences, affiliation with ACS, or other social-emotional development concerns. Social worker meets with scholars and their families on a weekly basis
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Instructional Program for ELLs is a push-in/pull-out ESL model administered by a full-time, certified ESL teacher. ELLs receive the mandated number of push-in minutes per week (360 for Beginner and Intermediate, 180 for Advanced). English Language Learners often struggle in Social Studies due to the high academic language demands of the content area. In an effort to bridge the language gap, the ESL teacher primarily co-teaches with the Social Studies department and provides language support through the content area. Lessons are planned and scaffolded with ELL students in mind, incorporating visual and kinesthetic strategies, language objectives, and a variety of pre-teaching strategies to build students' background knowledge. During a study period, ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. These small groups occur 2 or more times weekly. The ESL instructor is trained in the QTEL method and uses a variety of scaffolding techniques to prepare learners for grade-level readings. Writing is the primary focus for most English Language Learners at Jonas Bronck Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. The ESL teacher, in collaboration with the English Language Arts teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ESL instructor frequently assesses scholars with Running Records and shares this information with their content area teachers to plan for further instruction.

Scholars at JBA receive a rigorous standards-based curriculum for all major content-areas. Lab/project blocks are scheduled for both Science and Mathematics. All teachers utilize the Workshop Model, which allows students to spend the majority of lesson time on active engagement with the content. School-wide periodic assessments and benchmarks are administered on a regular basis to keep track of student progress. The ESL teacher was involved in every aspect of curriculum development and attends weekly Grade-level and Subject Area meetings to ensure that ELLs needs continue to be met. All ELL scholars participate in the Advisory program where they receive daily support in their organization and study skills. Many of our ELL scholars take advantage of extra-curricular activities such as GEAR-Up, Band, Chorus, and Art Club, where they continue to practice and develop their speaking and listening skills

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Classroom teachers are expected to attend professional developments that address ELL needs as offered by the DOE, network and the school. The ESL teacher will attend professional development, on at least a monthly basis, as offered by the DOE and the network. The ESL teacher turnkeys professional learning to the rest of the staff at school and team meetings on a periodic basis. Topics of focus for the year include writing and supporting language objectives, building ELLs background knowledge, and academic language in the content area. Upcoming professional developments are posted on a faculty bulletin board and highlighted in emails and the Academy Weekly. Teachers are encouraged to attend workshops in groups, so that as a cohort, they can more successfully integrate new skills and knowledge into our school culture.

Section III. Title III Budget

School: Jonas Bronck Academy, MS 228

BEDS Code: 321000010228

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents and guardians are surveyed on the application for admission as well as on other school surveys. Upon entering the school there is a sign posted in the covered languages that indicates that they can receive services in their primary language. We have many staff members that are available for interpretation. At all meetings/ conferences/ workshops parents/ guardians are asked if they require interpretation in their primary language. Translated documents are also provided.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

JBA has determined that Spanish is the primary language for a majority of our families. We have shared this information at SLT and at PA meetings during which translation and interpretation is offered. This information is also included in our CEP.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

JBA provides all critical documents in English and Spanish. This includes but is not limited to any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters, and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

When JBA is temporarily unable to provide translation into Spanish, we indicate on the English document how a parent can request translation or interpretation of the document.

In-house school staff provide written translation services for school wide communication.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Parents/ guardians are asked in Spanish if they require interpretation. Interpretation is provided by in-house staff and/or parent volunteers. This service is offered at all meetings, conferences, workshops occurring at JBA.

Interpretation is provided by in-house school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Upon entering the school there is a sign posted in the covered languages that indicates services can be received in their primary language.

Each parent whose primary language is a covered language and who requires language assistance services is provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

JBA staff is aware of how to assist parents that require Spanish translation. They have also been made aware of the Translation and Interpretation Unit's availability for written or oral translation assistance.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	74,380.	150,711.	
2. Enter the anticipated 1% set-aside for Parent Involvement:	885.	1,522.	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	4,427.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	8,855.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

We work in collaboration with our Parent Coordinator, Parent Association and teachers to

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Jonas Bronck Academy conducted A needs assessment of the entire school based on information from student’s academic content and academic achievement standards on Pages 10-11.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Jonas Bronck Academy has worked on school wide reform strategies that will provide the student opportunities to meet the proficiency standards. We have aligned our resources to the development of ongoing professional development programs and individual support of new teachers/ teachers in need of mentorship with the content knowledge and instructional strategies that will propel our students to meet the Common Core Standards. Through the work done with the instructional coach on best practices and the integration of the instructional goals of the Common Core Standards with strive to address not only the needs of our current student population but that additional supports needed to elevate students to exceed CCS expectations through differentiation strategies.

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified staff

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The school community has been receiving ongoing professional development on various topics throughout the school year, from the integration of the smartboard, the use of embedded schoolwide communication applications online (edline, Skedula, etc) and Common Core Standards integration.

Strategies to attract high-quality highly qualified teachers to high-need schools.

Jonas Bronck Academy matches, screens potential candidates based on criteria established by the school. We assemble a team to screen potential teachers' application. Promising applicants are then invited for interviews. The interview process includes a panel of invested community members: the principal, an assistant principal, about two parents, and prospective colleagues with questions on instructional issues, such as classroom management strategies and ideas for using technology and differentiation. The candidate is then asked to present their portfolio and then teach a mini lesson to a small panel of students. We sort though candidate portfolios, their interview questions and their interactions with students

5. Strategies to increase parental involvement through means such as family literacy services.

We provide workshops to parents with the mission of educating each other on the stages of adolescences and dealing with the challenges of this age group. The workshops have been based on books such as Parenting 911: How to Safeguard and Rescue Your 10 to 15 Year-Old from Substance Abuse, Sexual Encounters....and Other Risky Situations by Charlene C. Giannetti and Margaret Sagarese.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers work together in teams to maintain and develop assessments that will assess the student growth and achievement. Teachers in the math department worked on the development of a student standards mastery tracker while the English Language Arts teachers worked on creating rubrics to assess writing using the CCS.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Using the method mentioned in number 7, teachers create afterschool groups and in class grouping to address the needs of the individuals in need of assistance in achieving mastery.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			88,547.	✓	
Title I, Part A (ARRA)	Federal	✓			152,233.	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			83,942.	✓	
Tax Levy	Local	✓			1,982,530.	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. There are 3 scholars who reside in temporary housing.
2. The services that are provided for those scholars who reside in temporary housing include; ensuring that students maintain a stable educational environment by expediting evaluation of student needs to provide necessary educational services, providing access to metro cards, providing equal access to students in mainstream school environment, providing school supplies when needed, making referrals to outside medical, dental, and other health related agencies, connecting families with local educational support agencies as well as human resource services, monitoring attendance, academic, and social/emotional performance, providing supplemental educational services and after school tutoring programs as necessary, providing access to counseling and other supportive services within the school community to ensure the student's social/emotional well-being and stability, and keeping student's and their families informed of their rights.

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).
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Jonas Bronck Academy						
District:	10	DBN:	10X22	School		321000010228	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		94.7	96.1	95.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		99.3	96.0	96.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	48	69	90	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	54	75	76		60.3	75.0	85.4
Grade 8	50	54	73				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		0	11	6
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	152	198	239	<i>(As of October 31)</i>	2007-	2008-	2009-
					2	0	0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT)	14	31	31	Superintendent Suspensions	0	0	8
Number all others	23	14	26				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	12	20	TBD	Number of Teachers	12	13	20
# ELLs with IEPs	0	11	TBD	Number of Administrators and Other Professionals	4	4	5
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	2	% fully licensed & permanently assigned to this	100.0	100.0	85.0
				% more than 2 years teaching in this school	50.0	61.5	25.0
				% more than 5 years teaching anywhere	50.0	53.8	45.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		58.0	54.0	55.0
American Indian or Alaska Native	0.0	0.5	0.8	% core classes taught by "highly qualified" teachers	86.4	91.7	79.0
Black or African American	19.7	21.2	21.8				
Hispanic or Latino	75.7	72.7	71.1				
Asian or Native Hawaiian/Other Pacific	1.3	2.5	2.1				
White	3.3	2.0	4.2				
Male	54.6	49.5	52.7				
Female	45.4	50.5	47.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	5	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	77.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



JONAS BRONCK ACADEMY, M.S. 228

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Christopher D. Williams, Assistant Principal

Giselle Fortiche-Ocampo, Assistant Principal

Title I Parent Involvement Policy and Parent-School Compact for MS 228

Section I: Title I Parent Involvement 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 our school. Therefore Jonas Bronck Academy, MS228, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Jonas Bronck Academy'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 Advisory Council, as trained volunteers and welcomed members of our school community. Jonas Bronck Academy will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. 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 our school community.

Jonas Bronck Academy'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. Our 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 our 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 Jonas Bronck Academy 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, MS 228 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 Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;



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- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools 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 our 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 our school and will work to ensure that our 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 for Family Engagement and Advocacy (OFEA);
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.



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MS 228 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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; and
- 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;



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Section II: School-Parent Compact

Jonas Bronck Academy, MS 228, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Jonas Bronck Academy, MS 228 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual 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, child care or home visits 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;



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- 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

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



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- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
- 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;



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- 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the School Leadership Team and Parent Coordinator on February 8th, 2011

This Parent Involvement Policy was updated on February 4, 2011

The final version of this document will be distributed to the school community on February 17th and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 10	School Number 228	School Name Jonas Bronck Academy
Principal Donalda Chumney		Assistant Principal Charles Williams	
Coach		Coach	
Teacher/Subject Area Gianine LoPriore /ESL		Guidance Counselor Maribel Pena	
Teacher/Subject Area Kristin Leone /ELA		Parent	
Teacher/Subject Area		Parent Coordinator Marcela Torres	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	238	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	11.34%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Jonas Bronck Academy has a small but growing LEP population. The Parent Coordinator and ESL teacher work together closely throughout the year to identify students who may possibly be ELLs. The ESL teacher uses the appropriate ATS reports in September to identify scholars who are LEP and LEP eligible. The Parent Coordinator and ESL teacher review student records to ensure that the HLIS is available and consistent with ATS data. In the event that a new student enrolls in the school, the ESL teacher, Gianine LoPriore, who is trained in student intake procedures, will discuss home language with the family and the child. The student is then given assessments to ascertain whether or not English language support services are needed. The first assessment that is administered is the Home Language Identification Survey. The survey is available in nine different languages and helps to assess which languages are spoken at home. An informal interview in the family's native language may also be needed. The ESL teacher conducts the informal interviews. If needed, the Spanish teacher, Andrea Vanacore, and the parent coordinator, Marcela Torres, are available for Spanish translation. If another language is spoken, we hire translators to ensure that the information is made comprehensible to the families and the incoming students. Based on the results, the ESL teacher administers the LAB-R, if necessary, within 10 days of the student's arrival. Students who perform below proficiency will be entitled to English language services. If the student is a native Spanish speaker, the Spanish LAB will be administered as well. The final assessment to be administered is the New York State as a Second Language Achievement Test (NYSESLAT). This assessment is given in the spring and will determine whether or not the student will continue to receive ELL services. The Test Coordinator and ESL teacher work together to develop a NYSESLAT schedule and administration plan. ELLs receive the appropriate accommodations on all state tests and classroom assessments. The ESL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and their families. An entitlement letter is sent home during the first two weeks of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). This letter is distributed to each parent/guardian in both English and their home language. A copy of this letter is signed by a parent/guardian of the ELL and returned to Gianine LoPriore. This letter must be returned by the first of October. If the letter is not returned by the specific time allocated, a follow-up letter is sent home and a call is made to the parent/guardian. A translator will be used if needed to ensure the importance of the information is conveyed and that the letter is returned. The original copy of this letter is placed in the students' files. A copy of this letter is placed in the ELL Compliance Binder.

During a Curriculum Night in September, the ESL teacher and Parent Coordinator meet with parents of ELLs to distribute and collect Parent Survey and Program Selection forms, and to build relationships with the families of our ELLs. Honoring the parents' choice is most important to us. Over the past few years, all parents have selected Freestanding ESL, which is currently the only program model offered at our school based on the parents' choice. We will continue to review our Parent Survey forms over the next few years to ensure that the programs we offer align with the requests of parents. As we monitor the growth of our ELL population over the next few years, we will consider offering a Transitional Bilingual program and investigate the steps our staff will need to take in order to offer a strong and rigorous bilingual model at Jonas Bronck Academy.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2							2
Push-In							1	1	1					3
Total	0	0	0	0	0	0	3	1	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	18

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2	1	1	7		1	18		7	27
Total	2	1	1	7	0	1	18	0	7	27

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	6	8					26
Chinese														0
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	13	6	8	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

There are currently 27 LEP students enrolled at Jonas Bronck Academy. All students have Spanish as their home language with the exception of one student whose home language is Arabic. All students are at either the Intermediate or Advanced level of English proficiency according to the NYSESLAT. The Instructional Program for ELLs is a push-in/pull-out ESL model administered by a full-time, certified ESL teacher. ELLs receive the mandated number of minutes per week (360 for Beginner and Intermediate, 180 for Advanced). During a study period, ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. The ESL instructor is trained in the QTEL method and uses a variety of scaffolding techniques to prepare learners for grade-level readings. Writing is the primary focus for most English Language Learners at Jonas Bronck Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. The ESL teacher, in collaboration with the English Language Arts teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ESL instructor frequently meets with common branch teachers on how to implement best practice strategies for the ELL students in their classrooms.

In our literacy program, students will participate in an integrated curriculum of reading, writing, listening and speaking. Through reading, writing, and discussion of various genres of literature such as memoirs, historical fiction, drama and non-fiction, students will broaden, relate to and share each other's perspectives. There is supplemental material throughout the curriculum that is offered in the ELLs native language

such as bilingual dictionaries and glossaries. There is also a variety of reading books and other materials available in classrooms and in the library.

For our ELLs who have been in US schools less than three years (newcomers), the primary goal is to promote the rapid acquisition of English and student learning by providing immediate access to essential content instruction and fostering age appropriate conceptual development. We also work to provide successful cultural adjustment to newcomers to ensure acclimation into their new learning environment. Instruction is implemented through TPR (total physical response), and with the use of visuals and/or realia. This method of instruction enables the newcomer to participate and engages the student in the lesson. The ESL teacher also meets with content area teachers and creates content material that is comprehensible yet rigorous for the newcomer student.

As the majority of our ELLs at Jonas Bronck are long-term LEPs, we created our ESL program with these students' needs in mind. Our long-term LEPs score on par with their non-LEP peers on the ELA and Math state exams. These similarities are encouraging, but challenge our ESL and content area staff to develop engaging and rigorous curriculum that will help our long-term ELLs achieve English language proficiency. NYSESLAT data revealed that our scholars, by and large, score proficient in every area except Writing. Thus, there is a strong focus on writing, particularly expository pieces, in the ESL small group. The small group curriculum builds on LEPs' strengths by incorporating numerous collaborative activities and ensuring that scholars have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide abundant models of expository writing.

There are also nine LEP scholars at Jonas Bronck are also identified as having special needs. These students receive appropriate services according to their IEPs. The ESL teacher collaborates with a Special Educator who communicates IEP goals and progress and provides suggestions for differentiation. The ESL teacher coordinates scaffolding strategies and differentiation plans with the special education teacher to ensure that the information is comprehensible for all students.

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

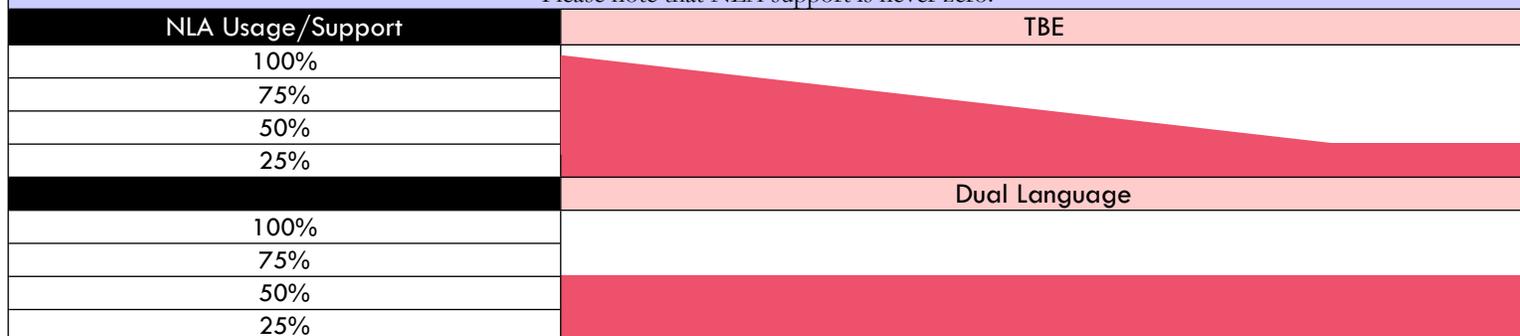
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELLs who have tested proficient on the NYSESLAT exam receive additional support through all ESL instructional models. They are assisted during the push-in model by the ESL teacher in the classroom. These students are also invited to attend small-group pull-out sessions with the ESL teacher to greater enhance their language skills. They are still given their modifications for testing purposes for two years after they test proficient on the NYSESLAT exam. All content teachers have been made aware of the status of these children to ensure a smooth transition into their general education classes.

English Language Learners often struggle in Social Studies due to the high academic language demands of the content area. In an effort to bridge the language gap, the ESL teacher co-teaches with the Social Studies department and provides language support through the content area. Lessons are planned and scaffolded with ELL students in mind, incorporating visual and kinesthetic strategies, language objectives, and a variety of pre-teaching strategies to build students' background knowledge.

LEP scholars at JBA receive a rigorous standards-based curriculum in all major content-areas. Lab/project blocks are scheduled for both Science and Mathematics. All teachers utilize the Workshop Model, which allows students to spend the majority of lesson time on active engagement with the content. School-wide periodic assessments and benchmarks are administered on a regular basis to keep track of student progress. The ESL teacher was involved in every aspect of curriculum development and attends weekly Grade-level and Subject Area meetings to ensure that ELLs needs continue to be met. All ELL scholars participate in the Advisory program where they receive daily support in their organization and study skills. Many of our ELL scholars take advantage of extra-curricular activities such as GEAR-Up, Band, Chorus, Debate Team and Art Club, where they continue to practice and develop their speaking and listening skills. LEP scholars who need

intervention in ELA or Math are invited to an after-school program targeted at preparing students for success on the state exam. Bilingual math glossaries are available in every Math classroom, both in hard copy and on CD. Our librarian is dedicated to enriching our bilingual literature collection, which currently includes a number of award-winning novels and books of poetry. The library offers a growing collection of books on CD and Playaways. These audio resources are extremely popular with our LEP students and support language development and reading level growth.

One new program that will be implemented this year will be the implementation of Achieve 3000. This is an internet based program that teaches literacy through the differentiation of reading materials and activities based on individualized teaching. This enables all students to be able to read the same content but on a level that is comprehensible for them as an individual. This program is extremely beneficial to the ELL population because it allows them to participate in discussions without the frustration of having to read a content based reading that is not on their level. The program is offered in Spanish, English with Spanish support, or English. This allows students at all levels to have access to the same content material regardless of their level of English acquisition.

One program that was offered last year that is no longer continued was a pull-out program in which both an ELL and a native English speaker were paired together based on common test and reading scores. They were pulled out at the same time and given extra support at the same time. Unfortunately due to the large amount of ESL students enrolled in our school this year, we were unable to continue this program.

There is additional after school support provided for ELLs who need additional support in their content area classes provided by the ESL teacher. This program is open to all students so the ELLs can continue to study and learn with their native English speaking peers. Also any ELL student who is not doing well in their content area classes or is promotion in doubt is required to stay for the after school program. These programs are offered by grade level and so are catered to the particular standards and curriculum of that grade level.

ELLs are encouraged to participate in all academic and extracurricular activities that take place during and after school. The parent coordinator makes sure that flyers and other notification of these programs goes to the parents in both English and the native language of the student. She also makes phone calls and has meetings with any parents/guardians who have any questions regarding these programs. There is an orientation during the summer for all newly enrolled ELL students before the beginning of the school year for both the students and their families. During this time, students are given their schedules, are able to meet their teachers and take a tour of the school. This allows both the student and their family to become familiar with the staff and the new location. There is translation provided in the native language of all newly enrolled ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Classroom teachers are expected to attend professional developments that address ELL needs as offered by the DOE, network and the school. The ESL teacher attends professional development, on at least a monthly basis, as offered by the DOE and the network. The ESL teacher turnkeys professional learning to the rest of the staff at school and team meetings on a periodic basis. Topics of focus for the year include writing and supporting language objectives, building ELLs background knowledge, and academic language in the content area. Upcoming professional developments are posted on a faculty bulletin board and highlighted in emails and the Academy Weekly newsletter. These trainings fulfill the minimum of 7.5 hours of ELL training required of all teachers (as per Jose P.) There are minutes kept at these meetings and they are kept in the ELL compliance binder. Teachers are encouraged to attend workshops in groups, so that as a cohort, they can more successfully integrate new skills and knowledge into our school culture. School secretaries attend workshops on ATS trainings. During these sessions they are made aware of all reports that are necessary to ensure that all ELLs are receiving the mandated services they are entitled to. This also helps to keep the school in compliance with all information concerning the English language learners.

E. Parental Involvement

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

Parents of ELLs tend to be very involved in school activities at Jonas Bronck, and turnout at parent events is traditionally high. The Parent Coordinator is proficient in both English and Spanish and communicates with parents of ELLs frequently by phone, in person, and through email newsletter. All school documents are available in English and Spanish. Translation is available at all school events. The ESL teacher and Parent Coordinator notify parents of relevant school, CBO and city-wide workshops and events by email or fliers home. The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the year. Because of the constant communication between parents and the staff at Jonas Bronck Academy, we are able to develop programs such as the after school ELL program for parents of our students and workshops on requested topics. Some workshop topics covered so far have been, How to Support your Child at Home, How To Manage Stress, and Positive Discipline for Teens. These workshops are offered in both English and Spanish.

Parents and families of ELLs are invited and involved in many celebrations and events such as our International Cultural Festival, Heritage Day, Harlem Renaissance, Career Day, Open Mic Day, Poetry Slam and other events are regularly interpreted. Many events are curriculum based and convey to parents what their children are learning in school. We continue to plan varied parent events that cater to the needs of the parents and families of our ELL population.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							3		3					6
Advanced (A)							10	6	5					21
Total	0	0	0	0	0	0	13	6	8	0	0	0	0	27

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	5	2	1	13
7	3	2	1		6
8	2	5	1		8
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		6		3		1		13
7			5				1		6
8			6		2				8
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		15		7		1		26
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	11		5		10		0		26
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

curriculum and ideas based around improving the reading and writing skills of our ELL population. The ELL population is usually scoring slightly lower on standardized tests and assessments in comparison to the general student population. Literacy and vocabulary comprehension is stressed to all teachers in all content areas to ensure that our ELLs are not falling further behind their native English speaking classmates.

The school will evaluate the success of the current program model in June and September after reviewing reading level growth (Teacher's College, DRA), NYSESLAT, Math and ELA results, and parent surveys. Based on these results, the school will decide if it should move forward on offering a bilingual program. The school would like to ensure that all teachers are trained in QTEL methodology in the upcoming school year. The school plans to increase the Professional Development that staff members receive as well as staff confidence in ESL standards and strategies. Teachers will be encouraged to attain ESL certification and extensions so that JBA may offer more variety and flexibility in program offerings at the school. The Parent Coordinator and ESL teacher would like to offer additional parent workshops, including a series on media education and safety.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		