



**WEST BRONX ACADEMY FOR THE FUTURE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: WEST BRONX ACADEMY FOR THE FUTURE**  
**ADDRESS: 500 EAST FORDHAM ROAD**  
**TELEPHONE: 718-563-7139**  
**FAX: 718-563-7362**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321000011243 **SCHOOL NAME:** West Bronx Academy for the Future

**SCHOOL ADDRESS:** 500 EAST FORDHAM ROAD, BRONX, NY, 10458

**SCHOOL TELEPHONE:** 718-563-7139 **FAX:** 718-563-7362

**SCHOOL CONTACT PERSON:** WILPER MORALES **EMAIL ADDRESS** WMorale2@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sandra Koppel

**PRINCIPAL:** WILPER MORALES

**UFT CHAPTER LEADER:** Kathleen Kennedy

**PARENTS' ASSOCIATION PRESIDENT:** Tamika Saxon

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Quran Whitehead

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10 **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

**NETWORK LEADER:** Barbara Gambino

**SUPERINTENDENT:** ELENA PAPALIBERIOS

**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/ronlyres/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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Wilper Morales	Principal	
Kisha Anthony	Admin/CSA	
Mark House	Admin/CSA	

\* 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.

All students and teachers have their own email accounts through Google education. Through this system students and teachers are able to consistently collaborate through the use of Google Docs, Google Sites and personal teacher websites.

Through a partnership with the Bronx/Lehman College GEAR UP college preparatory program, select 8<sup>th</sup> graders participating in the program were provided with free laptops.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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										
<b>School Name:</b>		West Bronx Academy for the Future								
<b>District:</b>		10	<b>DBN #:</b>		10X243	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88.6/78.5	94.2/ 82.5	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			94	91.80	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		55	73	74	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		79	81	84			80.6	82.5	93.4	
Grade 8		69	75	72						
Grade 9		136	127	117	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		114	97	89	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		65	62	76			2	29	TBD	
Grade 12		34	51	43						
Ungraded		2	1	3	<b>Recent Immigrants - Total Number:</b>					
Total		554	567	558	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							11	12	3	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		37	26	16	Principal Suspensions		289	228	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	33	79	Superintendent Suspensions		35	26	TBD	
Number all others		36	39	9						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual		0	0	4						

Classes							
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	90	70	72	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	5	20	Number of Teachers	38	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	11	TBD
				Number of Educational Paraprofessionals	2	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	26	26	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	23.7	36.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	26.3	25.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	72	TBD
American Indian or Alaska Native	0.4	0.4	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.6	92	TBD
Black or African American	35.2	34.7	29.7				
Hispanic or Latino	60.8	60.5	63.6				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	3.7	3.9				
White	0.5	0.5	1.3				
Multi-racial							
<b>Male</b>	55.8	58.2	56.5				
<b>Female</b>	44.2	41.8	43.5				
<b>2009-10 TITLE I STATUS</b>							
<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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>			HS ELA			
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)	<input checked="" type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:		Y	
Math:	Y			Math:		Y	
Science:	Y			Graduation Rate:		Y	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√	√	Ysh	√	43
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-	-	-	-	
Black or African American	√	√	-	-	-	-	
Hispanic or Latino	√	√		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-				-	
Multiracial		-		-	-		
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	√	-	-	-	-	-	
Economically Disadvantaged	√	√		√	Ysh		
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A/B	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	72.8/ 57.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.7/ 9.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	23.1/ 15	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	36.2/ 32.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.8/ 1	Quality Statement 5: Monitor and Revise	√

<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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 schools 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?

The Learning Environment Survey for 2008 – 2009 showed gains in each of the four major categories surveyed, which reflects our concerted effort in each category. Our school's Academic Expectations continue to rise with our schools ongoing efforts at revamping both our Special Education program and instituting a series of Honors level classes. Parents, students and teachers have all commented on the general rise in expectations. Most telling is the comments we have collected from Inquiry Team Students who are self reporting that their teachers are giving them more challenging work and they feel better prepared to handle the level of work assigned.

Our schools communication score went up as a result of the concerted effort on three fronts to make sure the entire community was aware of our collective efforts in the schools. First we made sure that parents are aware of meetings, major tests, PTA meetings and other general happenings through our automated voice mail system, our website calendar, and our new calendar and newsletters. We are conducting regular meetings with our Student Counsel to make them a part of the decision making process and, with their help, we have been holding more regular assemblies to inform students of school-wide initiatives. Our guidance counselors have also increased the number of regularly scheduled meetings they conduct with students to review grades, test scores, and future planning. Our staff is now sent regular newsletters from the principal letting them know of upcoming events and items. All of these efforts have helped us make gains in our communications survey results.

In the area of student Engagement we have seen an increase in engagement as we work to make the students' course work more meaningful. As a school we have continually reworked the schedule so that students have additional time in elective style classes. This initiative was student driven as we asked them what would make for a more engaging environment. We have also brought in curriculum specialists to work with our ELA and Social Studies teachers as we attempt to work on deficits in both of these key areas. As a school we have devoted ourselves to meeting as content areas to continue to improve the transition between grades and to increase the engagement in each classroom.

Our school is working to increase our graduation rate in the High School and our participation rate in the Middle School. We are currently working to overcome our most significant barrier to improvement – retention of our 8<sup>th</sup> graders into 9<sup>th</sup> grade. Currently our 8<sup>th</sup> graders can select any school that they are eligible for in the City of New York. In order

for our 6<sup>th</sup> – 12<sup>th</sup> grade model to be successful we need to retain as many of our 8<sup>th</sup> graders as possible into 9<sup>th</sup> grade. Students that have come from our own Middle School have in general been more successful than students that have entered from other schools.

## 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.

Annual Goal	Short Description
<input type="checkbox"/> <b>By June 30, 2011 the graduation rate will increase to 68%</b>	<input type="checkbox"/> To increase the graduation rate.
<input type="checkbox"/> <b>By June 30, 2011 there will be a minimum of 2% increase in the school's overall attendance rate</b>	<input type="checkbox"/> To increase the attendance rate
<input type="checkbox"/> <b>By June 30, 2011 there will be a minimum 5% increase in the number of students in each cohort taking and passing Regents exams with a score of 65+</b>	<input type="checkbox"/> To increase regents exam scores
<input type="checkbox"/> <b>By June 30, 2011 the number of students earning 11 credits or more will increase by 4%</b>	<input type="checkbox"/> To increase the number of students who accumulate 11 credits or more.
<input type="checkbox"/> <b>By June 30, 2011 the number of students applying to college will increase by 10%</b>	<input type="checkbox"/> To increase the number of students who apply to college.



## SECTION VI: ACTION PLAN

**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 2010-11 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, Corrective Action, Restructuring, SURR, 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.

**Subject Area**

**Graduation Rate**

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><b>By June 30, 2011 the graduation rate will increase to 68%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Team bi-weekly meetings, -Family Outreach by GCs, PC and Attendance teacher for at risk students            -Guidance Interventions such as: -Mentoring of target students by teachers and support staff            -School wide activities to promote College readiness, College visits/ fairs, Town Hall meeting, Transcript Reviews            -Kid talk meetings by grade levels to monitor progress            -Academic Interventions for at risk students such as:                Credit recovery (after school)                Independent studies                Regents prep classes                Saturday and PM school tutoring</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Cohort will be broken up into three teams            Each team will have a Guidance Counselor in charge.            -Guidance Counselor will meet on a bi- monthly basis with Cabinet to inform of progress/problems and to discuss interventions            Town hall meetings will be scheduled            Teachers will network once every marking period to discuss Cohort progress towards graduation (led by team leaders)</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/>
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**Subject Area**  
(where relevant) :

**Attendance Rate**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <b>By June 30, 2011 there will be a minimum of 2% increase in the school’s overall attendance rate</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Collaborative Team weekly meetings Sub Teams reports to AP’s in charge of team -Daily Outreach by Sub Teams -Guidance Interventions (Family/student / teacher meetings) -Quarterly Town Hall meetings/Awards -Incentive Activities such as raffles and trips -Dissemination of daily attendance rate per grade
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> -School-wide Attendance Collaborative Team (GCs, Kisha, Gladys and Jennifer (Attendance Teacher) -Creation of three Sub-Teams to focus on attendance on specific grades (comprised of GC/School Aide/Para and PP Secy.) -One AP will lead the attendance structure to monitor and create uniform practices for each of the sub teams.

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>  Weekly update/review  - Quarterly Town Hall Meetings  - Post daily and weekly attendance percentages  - Continuous agenda</p>
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**Subject Area**  
(where relevant) :

**Regents Examinations**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>  <b>By June 30, 2011 there will be a minimum 5% increase in the number of students in each cohort taking and passing Regents exams with a score of 65+</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>  --AP will administer a baseline assessment and analyze data for Cohort at the beginning of the school year and again in February  -AP's will meet with Content area teachers in charge of teaching the Regent Bound students every marking period to design interventions  - Parent Coordinator, Attendance Teacher and Guidance Counselors will meet assess progress  -Regents Prep classes will be created for students who fail the ELA Regents exam</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Each AP will be in charge of a group of 2011 students. They will work with designated GC and teachers to address Regents administration</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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**Subject Area**  
(where relevant) :

**Credit Accumulation**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <b>By June 30, 2011 the number of students earning 11 credits or more will increase by 4%</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Analyze Data every marking period Monitor grading policy to ensure it is uniformly used Provide after school academic intervention (tutoring/credit recovery) -After school tutoring, Plato and Saturday school will be offered to all those almost/off track students
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) :

**College Enrollment**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 30, 2011 the number of students applying to college will increase by 10%</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Establish formal connections with colleges</p> <ul style="list-style-type: none"> <li>-Students will meet individually with their assigned GC to discuss college admission process after every marking period</li> <li>- The school will promote at least three college visits</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

**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	85	85	85	85			8	
7	84	84	84	84			2	
8	52	52	20				7	
9	79	79	80				16	
10		11	40	5			7	
11		11	40	5			13	
12		5	24	34			7	

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> Wilson Reading Recovery - after school – small group Kaplan ELA - during school - small group Credit Recovery – after school – small group Plato Learning - after school – individual Achieve 3000 – during school - individual
<b>Mathematics:</b>	<input type="checkbox"/> Plato Learning - after school – individual Credit Recovery – after school – small group Title III Math Program – after school – small group Gear-Up – small group
<b>Science:</b>	<input type="checkbox"/> Plato Learning - after school – individual Credit Recovery – after school – small group
<b>Social Studies:</b>	<input type="checkbox"/> Plato Learning - after school – individual Credit Recovery – after school – small group
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Individual and Group counseling – during school
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Individual and Group counseling – during school
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Individual and Group Counseling – During School Working Sessions with Teachers and Social Worker

**At-risk Health-related Services:**

Adaptive Physical Education  
Montefiore Health Clinic  
504 Coordinator

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative 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)**

**6-12**

**Number of Students to be Served:**

**LEP 90**

**Non-LEP 0**

**Number of Teachers 2**

**Other Staff (Specify) 0**

**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.

90 Students are served in our Title III program as LEP programs. The programs are conducted in English and meet four days a week. The program assists students in exploring possible future career choices and college programs.

**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.

All staff participate in 2 mandatory training sessions. The first addresses reading comprehension strategies and the second deals with ESL strategies geared towards teachers of general content.

**Section III. Title III Budget**

—

**School: 10X243**

**BEDS Code: 321000011243**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$12,771.84	<input type="checkbox"/> Teachers receive per session for conducting the after school program.
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> 0

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> 0
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> n/a
<b>Travel</b>	0	<input type="checkbox"/> n/a
<b>Other</b>	0	<input type="checkbox"/> n/a
<b>TOTAL</b>	<b>0</b>	

### **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.

At West Bronx Academy we rely on the home language survey to ascertain our written interpretation and oral translation needs. Our blue emergency information cards on file for each student have the students' preferred language stated. We have our non-English-speaking student population identified as such and also in ATS so that we are aware of whom they are when written interpretation and oral translation needs become apparent.

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.

At West Bronx Academy our non-English-speaking student population is comprised almost exclusively of Spanish-speakers. Our written interpretation and oral translation services are made known to our school community through parent contact by the parent coordinator and our counselors, who are fluent in Spanish and English. Our orientation that precedes each new school year is conducted in both Spanish and English, as is our open house at the start of each new year.

#### **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.

At West Bronx Academy parent informational notices are sent out in both Spanish and English. For example, our beginning-of-the-year Welcome Letter to all parents from the counselors and the parent coordinator is provided in Spanish and English. In addition,

parents can communicate directly with teachers through our online grading system, Gradebook Wizard, which has its own email service. This communication can be conducted in both Spanish and English. Our written translation services are provided in-house by our parent coordinator and other Spanish/English speaking staff. We also make use of written translation services provided by the Office of Family Engagement at the DOE.

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.

Oral translation services are provided at West Bronx Academy for parent conferences, parent contact by phone, questions about student attendance, at I.E.P. meetings, disciplinary meetings and when needed for any contact between parents and our staff. Additionally, our SLT and PTA meetings are conducted in both Spanish and English. Our oral translation services are provided in-house by our parent coordinator, counselors and other 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>.

At West Bronx Academy parents who require language assistance services will be provided with a copy for the Parent Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school will post near our primary entrance a sign in Spanish that indicates the availability of interpretation services. Our school's safety plan will be such that no parent is kept from reaching our administrative offices solely because of a language barrier.

## 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	640,452	118,932	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,452		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,022	*	
4. Enter the anticipated 10% set-aside for Professional Development:	64,452	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
92%

6. If the percentage of high quality teachers during 2009-2010 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.

There were two teachers deemed not highly qualified. One of the teachers applied and received her state certification and the other teacher completed the necessary coursework to receive her state certification and become highly qualified.

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

### Parent Involvement Policy

**Vision:** Parents at WBAF play an evolving role in the growth and development of their children. Parents are responsible for the health and attendance of their children. Just as importantly parents are responsible to help the community in the character development of their children. Character is the students ability to make and execute decisions that are good and responsible for themselves and their community.

Our school is committed to providing parents with a welcoming environment where they can visit and assist the school with their children’s education. The school is furthermore committed to helping our parents develop their own abilities and skills as parents using workshops and small group meetings.

Our school encourages families:

- To assist their children at home with homework
- To join our parent organizations at the school
- To visit the school and speak openly with teachers and administrators
- To use our technology assistance for keeping track of the student’s progress

To be fully family-friendly, our school will provide:

1. A welcoming environment
  - A parent coordinator who is available to parents at times that are convenient to them, not just when the school is open
  - Teachers that look forward to meeting with parents and are

committed to  
keeping their  
online grade  
books current

- A cheerful  
and  
welcoming  
office staff  
that is  
committed to  
serving our  
parents.
- 2. Programs and activities to engage families in improving student  
achievement
  - Current student work is displayed throughout the building, so  
that visitors can understand the purpose of the work and the  
high standards it is to meet.
  - Programs  
and activities  
that include  
parents such  
as regular  
assemblies,  
talent shows  
and dramatic  
performances
  - Regular and  
valuable PTA  
and SLT  
meetings.
  - Workshops  
that are  
designed to  
meet the  
needs of  
parents  
including

technology  
learning  
opportunities

3. Strong relationships between teachers and families
  - The school is working to complete our “over the counter” intake process so that new students that come in late are welcomed into the school.
  - 
  - A parent coordinator helps teachers connect to families and bridge barriers of language and culture.
4. Opportunities for families to develop their skills, self-confidence and contacts
  - School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

Teachers reach out regularly to parents to inform them of their student’s successes and challenges.

- The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
  - Parents work with teachers on inquiry teams to develop action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.
5. Professional development for families and staff on how to work together productively
- Families learn how the school system works and how to

be effective advocates for their children.

- Teachers learn about successful approaches to working with families that are in poverty.
- Families and staff can learn together how to collaborate to improve student achievement.
- The school reaches out to identify and draw in local community resources that can assist staff and families including Fordham University.

This policy was developed by a group of parents, teachers, support staff, and community members. and is reviewed and updated annually with each new CEP.

□

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation** : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

### I. General Expectations

West Bronx Academy agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A

funds reserved for parental involvement is spent.

o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and

procedures in accordance with this definition:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student

academic learning and other school activities, including ensuring—

풀책 that parents play an integral role in assisting their child’s learning;

풀책 that parents are encouraged to be actively involved in their child’s education at school;

풀책 that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on

advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in

section 1118 of the ESEA.

풀책 The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. West Bronx Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: All correspondence, meetings and discussions will take place in the parents’ native language; welcome and encourage parents to attend meetings; keeping parents informed through parent meetings, school messenger, back pack flyers and telephone calls made by the school support and the parent coordinator; schedule meetings during the day and in the evening; inform parents of issues related to curriculum, safety, student achievement, performance standards, student discipline code, promotion criteria.

2. West Bronx Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Actively involve parents in decision making through their representation on the West Bronx Academy SLT. Conduct regularly scheduled meetings between the PA President, Parent Coordinator and Principal. Disseminate information to parents through written correspondence.

3. West Bronx Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and

school performance: Translation will be provided for all school correspondence and at all meetings; telephone calls will be translated into Spanish using School Messenger.

4. West Bronx Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A parent survey will be conducted at the end of each year to determine parent interests and concerns and to determine if communication was effective to keep parents informed.

5. West Bronx Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Gear-UP and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: providing monthly parent workshops during after school. Topics will be selected based on parent interest as discussed at PA meetings, Parent Teacher Conferences and observed student needs.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All correspondence and telephone calls will be conducted in the parent’s native language; vital correspondence such as PID letters will be given to the student and mailed to the student’s home.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy was adopted by the West Bronx Academy on May 15, 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 19, 2008.

### **Required School-Parent Compact Provisions**

School Responsibilities

West Bronx Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Use data to inform instruction and make sound professional judgment, provide ongoing professional development to ensure that teachers are using best practices, provide intervention programs for child in need, provide enrichment programs to address student interests, following part 100 of the state educational requirements, review and revise plans based on student data.
2. Hold parent-teacher conferences in November and March during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Progress reports will be sent at the midpoint of every marking period in October, December, January (PID), March, and May.
4. Gradebook Wizard will be available to all parents and students for parents to be able to check their child's progress on a daily basis using the internet from any location.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents on a daily basis during teacher preparation periods. Parent may also make appointments to meet after school.
6. Provide parents opportunities to participate in learning walks to observe classroom activities
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- o Monitoring attendance and contact school when child is absent.
- o Making sure that homework is completed.
- o Discuss with my child in a positive manner about school.
- o Provide the school with accurate and current information about my child.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- o Attend monthly parent workshops and monthly Parent Association meetings.
- o Provide school with accurate contact phone numbers by completing and updating the Emergency Home Contact form.

## **Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- o Do my homework every day and ask for help when I need to.
- o Come to school every day wearing appropriate attire and with school supplies, not toys or electronic games.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- o Resolve differences with others by talking and without recourse to violence and treat others with respect.
- o Give my undivided attention to my teachers and school work.

**SIGNATURES:**

---

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

In June 2009, we developed in collaboration with our PTA a list of activities to strengthen our school home relationship. We have designated Tuesday nights as Parent Community night.

**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.

We continue to examine the data found in a variety of state assessment measures. This year we have hired two data specialists who are tasked in part with tracking the individual progress of all of our students. When any group or student falls behind, they are immediately flagged for additional assistance. As part of our comprehensive needs assessment, we examined participation rates for all of our exams, credit accumulation at the high school level, progress reports for all students, scores on internal examinations, scores on state exams, and anecdotal feedback from teachers. We have specially flagged students that come from homes that self indicated that they qualify for free and reduced lunch as well as those that live in subsidized housing. ***Please refer to page 10.***

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

This school year we were strategic in the design of our afterschool tutorials. WBA has mandated all Middle School students who have received a level 2 in ELA or Math to attend our tutorial program.

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.

*This year we instituted our first Summer Bridge Program that targeted at risk incoming 9<sup>th</sup> graders and gave them remedial coursework in ELA and Math. This program gave a number of our students a jump start to success in what is traditionally the most difficult year of school.*

o Help provide an enriched and accelerated curriculum.

*Again, we are providing, for the first time, a series of honors courses. In addition we are examining our curriculum in weekly meetings to see if it meets the state standards and is highly engaging for our students.*

o Meet the educational needs of historically underserved populations.

*We continue to look at new resources to lure in "new readers". Many of our historically underserved populations do not read for fun and we are attempting to increase the desirability of the books we have on hand for pleasure reading. We are also looking at adopting other reading programs to help stress the importance of reading with our historically underserved populations.*

o 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

*We have partnered with the Gear-Up program to help increase our college awareness. Gear-Up works with a single cohort of students, but as the Gear-Up program progresses we are able to emulate much of the work they have done in the previous grade. We have also partnered with Fordham University who is providing mentoring services to some of our students that have fallen behind, but have not yet ruled out the possibility of a major 4 year college.*

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

### 3. Instruction by highly qualified staff.

*All of our programs are staffed by fully certified teachers. If there is an outside organization operating one of the programs we provide a certified teacher as a sponsor.*

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.

Based on the data gathered from the School Quality Review, SURR Review, LES, and Progress reports we have identified five key areas to address the NYS student academic standards. The five key areas are as follows: Curriculum and Instruction, Data Analysis, Technology Integration, Classroom Management, and Collaborative Inquiry Teams. During our monthly professional development sessions, we focus on three of the identified areas that are differentiated based on staff needs. Specifically, creating ELA portfolios, utilizing Acuity to create customized assessments, reviewing student work to identify strengths and weaknesses, identifying the lowest one-third population and implementing support strategies. Our teachers also attend professional development sessions off site specific to their content area needs and goals. We have continued our partnership with Teaching Matters Inc. to support our Middle School Literacy program and our School wide Technology Integration. Our 8<sup>th</sup> – 10<sup>th</sup> grade ELA teachers work with an ELA consultant to create a comprehensive curriculum that is aligned to NYS standards.

School Administration will participate in the annual ASCD conference to keep abreast of current educational research, trends, and best practices in addition to workshops held locally by New Visions.

Our parents will receive professional development in the following areas: English as a Second Language, Understanding ARIS Parent Link and Grade book wizard, and College Family Night.

Our pupil services staff attends ongoing professional development during the course of the year facilitated by the

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



**Teachers staff our recruitment events and create our advertisements. We continue to encourage a highly collegial community that provides the support to one another needed to retain highly qualified teachers. We continue to work with our aculty members reach out to their colleagues and friends whom are either already teaching or are graduating in June.**

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



*We conduct an annual survey of our parents to determine what services our are in need of.*

7. 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  
8. 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.

*This year we have reinstited the teachers' advisory counsel, a group which comes together with the principal to help make academically oriented decisions for the school. The teachers have helped develop the testing schedule, credit recovery choices, and curriculum selections.*

9. 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.



*Our school has transitioned to using internal progress reports to target students for additional assistance. This use of progress reports in collaboration with report cards has given us 8 points in the school year to identify students that are in need of help and to get them into support programs.*

10. 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.

N/A

## **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 specifically 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" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**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.

<sup>2</sup>**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.

**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.  
n/a
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
n/a
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;  
n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
n/a

c. Minimize removing children from the regular classroom during regular school hours;  
n/a

4. Coordinate with and support the regular educational program;  
n/a

5. Provide instruction by highly qualified teachers;  
n/a

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  
n/a

8. Coordinate and integrate Federal, State and local services and programs.  
n/a

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**

HS ELA

**SURR Group/Phase:** 16

**Year of Identification:** 2008

**Deadline Year:** 2012

**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.

<b>Type of Review or Monitoring Visit</b> (Include agency and dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
<input type="checkbox"/> SURR Review		<input type="checkbox"/> The School’s Mission/ Vision Statement Goals Mission/ Vision statement is prominently displayed in every classroom. A separate identity has been established for the three academies. Administration will implement, as part of the P.D. plan for the 2009-2010 school year, incorporating technology in the classroom. Some teacher’s have implemented in their lesson plans, the student use of technology.
<input type="checkbox"/> SURR Review		<input type="checkbox"/> Administration and teachers have participated in the development of a uniform curricula aligned to the NYS Learning Standards and Core Curriculum Areas. If the budget provides, a Literacy Coach will be hired to provide further support in the professional development of ELA and the continued development of the curriculum. Before the start of 2009-

		<p>2010 a public announcement system and working clocks will be operating in every classroom and hallway.· The Bilingual/ ESL teacher was provided coverages on Monday mornings so she could attend the cabinet meetings.· Textbook inventories were taken for each grade/content area. Books will be ordered for the 2009-2010 school year.· WBAF applied for and received a grant to implement Achieve 3000.· Small working teams have been developed to address key issues in order to make the school environment more conducive to teaching and learning.· WBAF will continue to use the ARIS system to track and monitor students.· WBAF will continue to training teachers in using the EDperformance and Acuity assessments to inform their instruction.</p>
<input type="checkbox"/> SURR Review	<input type="checkbox"/> Collection, Analysis, and Utilization of Data	<input type="checkbox"/> We have created a school - wide attendance plan that encouraged the our students to attend regularly and during testing days.
<input type="checkbox"/> SURR Review	<input type="checkbox"/> School Leadership	<input type="checkbox"/> We have analyzed our interim assessment reports to modify and revise our curriculum to meet the needs of our students.
<input type="checkbox"/> Monitoring Visit	<input type="checkbox"/> Infrastructure for Student Success	<input type="checkbox"/> We have implemented tutoring for our students who need additional support in the core content areas. We have established partnerships with a community based organization to assist in the development of our students holistic and academic needs.
<input type="checkbox"/> Montoring Visit	<input type="checkbox"/> Professional Development	<input type="checkbox"/> This school year we have identified five focus areas that we will revisit

		throughout to ensure that it enhances instruction.
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## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

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

There are currently 6 students in temporary housing on our register

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

The services we extend to our students in temporary housing is we supply them with notebooks, pens, pencils and any other forms of supplies they may need on a daily basis to function and be productive in their classes. We also provide these students with dress code clothing when necessary. These students are also referred to our SPARK program for counseling. They are also provided with a full fare metro card.

### **Part B:**

#### **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.



## **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_10X243\_110110-163334.doc

## 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 <b>CFN 562</b>	District <b>10</b>	School Number <b>243</b>	School Name <b>West Bronx Academy</b>
Principal <b>Wilper Morales</b>		Assistant Principal <b>Mark House</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Sandra Koppel/ESL</b>		Guidance Counselor <b>Reyna Familia</b>	
Teacher/Subject Area <b>Emily Carroll/Math</b>		Parent <b>Tamika Saxon</b>	
Teacher/Subject Area <b>Bridget Pavelchak/History</b>		Parent Coordinator <b>Gladys Alvarez</b>	
Related Service Provider <b>Gary Grover</b>		Other	
Network Leader <b>Barbara Gambino</b>		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>614</b>	Total Number of ELLs	<b>90</b>	ELLs as Share of Total Student Population (%)	<b>14.66%</b>
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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.

1. When a new student is enrolling at our school the Pupil Personnel secretary determines if the student has previously been enrolled in a Department of Education school. If they have not been enrolled in a DoE school previously then the student and their family are sent to the guidance counselor who administers the HLIS. If translation services are needed then the guidance counselor calls the appropriate number for an over the phone translation. If the guidance counselor determines that the student qualifies for a LAB-R test the student is referred to an ESL teacher, who administers the test. Once the test is graded the parents are invited back to the school to make their program selection.

The administration of the NYSELAT is done within the standard window, in April and May. Three teachers are used to administer the NYSELAT test – the ESL teacher and two teachers that have almost completed their ESL extensions. The tests are given in the order recommended by the state - Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing.

2. Once the students have completed their LAB-R testing and their initial levels have been determined the parent is invited back to the school. (It is important to tell the parents about this meeting when they first arrive with their student so that they can plan their schedules accordingly.) Once the parent has arrived they meet with the guidance counselor who shows them the video, where chancellor Klein explains the different options. The Guidance Counselor then answers any questions about the programs that the parents or student might have. Finally, the Guidance Counselor gives the parents the program selection letter. The Guidance Counselor encourages the parent to make a decision quickly so as to get their student services as soon as possible.

3. Ideally Entitlement Letters are distributed at Parent Orientation, however if the parent does not attend they are mailed home. When the parent returns to school to hear about the different programs, if they are comfortable, we encourage them to complete the Parent Survey and Program Selection Form at that time. If the parent wishes to think it over we ask that they send it back with their student as soon as they are able. In rare instances where the parent has concerns with sending it back with the student we provide a paid postage envelope for the surveys return. We also explain to the parent that failure to return the letter will result in their student being placed in a Bilingual Education program.

4. Students are identified as ELL students through the HLIS and the LAB-R. Our school only offers free standing ESL programs and given its size it seems unlikely that it will offer bilingual or dual language programs as most grades have a total of less than 85 students. All of this is explained in the meeting when the parent finds out about the various program choices in New York for ELL students. Once the level is known and the parent decided to select the Free Standing Program the guidance counselor programs the student's schedule to meet their mandated number of minutes. Our guidance counselors are bilingual in Spanish, but should a parent need translation services in another language we seek out another staff member or use the phone translation service.

5. Only three parents over the past four years have elected a program other than Free Standing ESL. We believe that is because of the size of our school, the recent difficulty getting placed into schools as described by our parents and the reputation of the ESL program.

6. Our program is well aligned to the parent requests.

# 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	13	10	21	11	9	5	69
<b>Push-In</b>							21	0	0	0	0	0	0	21
<b>Total</b>	0	0	0	0	0	0	21	13	10	21	11	9	5	90

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	19
SIFE	11	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	36

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	26	4	2	31	5	6	36	3	11	93
<b>Total</b>	26	4	2	31	5	6	36	3	11	93

Number of ELLs in a TBE program who are in alternate placement: 0

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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							18	12	10	16	12	8	4	80
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic							1				1		1	3
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1		3				5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>14</b>	<b>10</b>	<b>19</b>	<b>13</b>	<b>9</b>	<b>5</b>	<b>90</b>

## Part IV: ELL Programming

A. Programming and Scheduling Information	
1. How is instruction delivered?	<ul style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ul>
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)?	<ul style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ul>
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?	<ul style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ul>
1. Instruction	<ul style="list-style-type: none"> <li>a. Our school uses Push-In and Self-Contained models of instruction.</li> <li>b. Our school uses heterogeneous grouping, but still attempts to make sure that some consideration is given to ability in creating classes.</li> </ul>

2. While we are currently short staffed by one ESL instructor we have arranged the staff so as to provide all of the required minutes to our students. Our ESL instructor runs 4 classes of ESL and one class of ELA instruction as she is dual certified. Two of our other content teachers have their extensions and service students throughout the day. We run two Native Language Arts classes taught by our Foreign Languages department for our Spanish speaking students.

3. Each of our content teachers has undergone two different trainings to help them work with the ELL students in their classes. The first training is a reading comprehension training based on the work of Kyleene Beers. The second is a series of trainings conducted on ESL strategies to use in the general education classroom and are conducted by our two teachers with ESL extensions.

4. Differentiation

a. SIFE students are given extra assistance throughout the day. They are identified for grade teams so that the content teachers know to use extra strategies when working with these students. SIFE students are also given additional opportunities to stop by the learning center for assistance.

b. New Comer ESL students are immediately given test taking strategies in their classes in addition to the general ELL instruction. Given that it is the school's desire to have the students test out of ELL within 3 years a great deal of emphasis is placed on assisting new comers.

c. Our ELL's receiving 4 – 6 years are divided into three categories. Students that are SIFE, students that are Special Education and students that have not received enough instruction to pass the NYSESLAT exam. Students are constantly encouraged to work on study skills and reading comprehension strategies. For the rare student that is still struggling with the listening and speaking portion of the test extra assistance and testing are provided.

d. Invariably our long term ELL's are struggling with reading comprehension and most have attained a level of fluency in their speaking. For this population we work in conjunction with the literacy teachers on developing strategies for the student.

e. Our ELL's with special needs are serviced in conjunction with our Learning Academy. Instructors between the ELL and Special Education Learning Academy meet regularly to review student progress and set new goals for each student as well as identify necessary supports.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## 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?

5. Our ELL students get targeted intervention in ELA through the Achieve 3000 program, which gives students an opportunity to improve their reading level using a computer adaptive program that selects readings at the appropriate grade level. We also use My Access Writing program to assist students in their compositions. The Acieve 3000 program offers readings in English as well as Spanish. Our ELL students receive additional instruction in math at the High School level through Plato learning software. Plato learning comes with advanced vocabulary assistance and enables students to work at their own pace.

6. Students that have passed the NYSESLAT exam are given additional support through the Learning Center. Our results with students that have tested out of ESL are especially good.

7. We are considering implementing a History enrichment program for ELL students as their results on the state exams continues to lag behind all other tests including ELA.
8. At present we have no intention of discontinuing any of our current services, to the contrary we have been searching for an additional ELL instructor.
9. ELL students are encouraged to join after school activities. When students enroll we emphasize to parents the importance of being an active member of the school community. Students that stay after school and work with one of our 16 different programs tend to do better academically. It is especially important for ELL students to associate with students who are not ELL's for social and language acquisition.
10. As a technology school we rely on Smart Boards, portable language labs, laptop computers, and video cameras to assist in instruction for all students.
11. Native Language support is predominately delivered through our world languages department who speak English, French, Japanese and Spanish. We have also asked two other staff members to assist students speaking Arabic and Khmer.
12. The only support that is grade level specific is the push-in done in the 6th grade. Currently one of our two extension teachers is pushing into the 6th grade ELA class to assist ELL learners.
13. Newly enrolled ELL learners are assisted by providing a teacher or support staff person to help them navigate the first few weeks of school. Students are also assigned a buddy from an upper grade. For ELL students we try to make sure the buddy is a former ELL student.
14. ELL students are offered French and Spanish as language electives.

### 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)?

### 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.
1. As mentioned before all teachers attend two trainings during the course of the year. The first training is to develop strategies for working with ELL students. The second is a session for content teachers on strategies to employ in general education settings that benefit ELL students. Teachers are also encouraged to attend outside trainings in teaching ELL students.
  2. As a 6 – 12 school the transition between middle and high school has been made especially easy. We do hold orientations for parents and students where they are able to walk the school, get to know teachers, meet other students and go through the school's expectations.
  3. All of our teachers teach ELL students – see question 1 above.

### 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?

1. Our ELL parents are encouraged to attend our four ELL parent meeting evenings where we discuss the program and give the parents strategies in helping their students acclimate. Our PTA meetings are well attended and ELL parents usually represent 25% of the parents despite the ELL population only making up 15% of the students. All meetings are translated.

2. The school has partnered with Fordham University to offer parents free ESL classes on rotating 6 week cycles.

3. We utilize the parent coordinator and Guidance Counselors to evaluate the needs of parents in addition to polling all parents via the PTA.

4. Most of our parents seem to struggle with three main issues. First, they are interested in learning the language which is why we partnered with Fordham University to offer evening ESL courses. Secondly, the parents are worried about helping their students academically. All parents have access to our online grading system so that they can manage the student's grades. We have regular meetings to demonstrate how to use the system. Third, the parents are worried about their child's assimilation into the new country. We host multicultural evenings and host parent strategy sessions to assist parents.

## 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)							1	0	1	4	1	0	0	7
Intermediate(I)							3	0	3	9	7	8	4	34
Advanced (A)							17	13	6	8	3	1	1	49
Total	0	0	0	0	0	0	21	13	10	21	11	9	5	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	0	0	3	1	0	0
	I							1	0	1	0	2	2	1
	A							7	6	0	7	1	4	0
	P							12	7	9	11	7	3	4
READING/ WRITING	B							0	0	1	3	1	0	0
	I							4	0	3	10	7	8	4
	A							14	12	6	8	3	1	1
	P							3	1	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	16	1	0	19
7	7	5	1	0	13
8	3	7	0	0	10
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		5		12		0		20
7	1		11		0		1		13
8	2		6		2		0		10
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									0
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									0
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	12	0	0	0
Math <u>Int Alg</u>	26	0	14	0
Math <u>Geom</u>	1	0	0	0
Biology	0	0	0	0
Chemistry	1	0	0	0
Earth Science	0	2	0	0
Living Environment	22	0	7	0
Physics	0	0	0	0
Global History and Geography	17	0	0	0
US History and Government	10	0	2	0
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

3. Students that struggle with modalities after 5 years are given more intensive specific work on those modalities on an individual basis. Overall we realign our instruction in the ELL department annually based on the NYSESLAT modality results.

4. Students in the first two years tend to do better if the exams are in their native language, after two years they seem to score higher on the language in which the instruction was delivered, English. Our results from our Performance Series testing indicates that students proficiency in their native language is the highest predictor of success in English.

6. Our ELL program has been successful in most areas. The two areas of most concern are the long term ELL's and all ELL's performance on social studies tests. We are spending more time using ELL strategies in our social studies courses and have encouraged teachers of social studies to go for their ELL extensions. We are considering increasing our long term ELL's time spent with their native language instruction to see if building a better foundation in the first language will assist with the second.

### 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.

## 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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	West Bronx Academy for the Future					
<b>District:</b>	10	<b>DBN:</b>	10X243	<b>School</b>		321000011243

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.6/78.5	94.2/	96.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.0	91.8	88.8
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	73	74	89	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	81	84	94		80.6	93.4	96.0
Grade 8	75	72	82				
Grade 9	127	117	168	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	97	89	72	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	62	76	56		2	29	13
Grade 12	51	43	47				
Ungraded	1	3	2	<b>Recent Immigrants - Total Number:</b>			
Total	567	558	610	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	12	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	16	8	Principal Suspensions	289	228	111
# in Collaborative Team Teaching (CTT) Classes	33	79	87	Superintendent Suspensions	35	26	15
Number all others	39	9	18				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	4	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	70	72	TBD	Number of Teachers	38	47	46
# ELLs with IEPs	5	20	TBD	Number of Administrators and Other Professionals	9	11	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	5	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	26	26	66	% fully licensed & permanently assigned to this school	100.0	100.0	95.5
				% more than 2 years teaching in this school	23.7	36.2	60.9
				% more than 5 years teaching anywhere	26.3	25.5	34.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	72.0	80.4
American Indian or Alaska Native	0.4	0.7	1.0	% core classes taught by "highly qualified" teachers	91.6	92.0	89.6
Black or African American	34.7	29.7	26.2				
Hispanic or Latino	60.5	63.6	67.2				
Asian or Native Hawaiian/Other Pacific	3.7	3.9	3.8				
White	0.5	1.3	1.8				
<b>Male</b>	58.2	56.5	57.9				
<b>Female</b>	41.8	43.5	42.1				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>	Yes	If yes,					HS ELA
-----------------------------	-----	---------	--	--	--	--	--------

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	vsh	v	43
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	v	v	-	-	-	-	-
Hispanic or Latino	v	v	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
Limited English Proficient	v	-	-	-	-	-	-
Economically Disadvantaged	v	v	-	v	vsh	-	-
<b>Student groups making</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C / C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	35 / 49	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	10.3 /	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	6.7 / 6.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	17.5 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.5 / 1.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 10X243**

*All Title I SWP 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:	640,452	118,932	759,384
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,404.52	1,189.32	7,593.84
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32, 022.60	*	
4. Enter the anticipated 10% set-aside for Professional Development:	64, 045.20	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_\_\_

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.

***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.
  
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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - 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 Schoolwide 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.

3. Instruction by 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.

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

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

7. 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.

8. 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.
  
9. 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.
  
10. 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" <sup>1</sup> 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 <sup>2</sup> 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	X			537, 979.68	X	See CEP
Title I, Part A (ARRA)	Federal	X			117, 742.68	X	See CEP
Title II, Part A	Federal						

<sup>1</sup> **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.

<sup>2</sup> **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.
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Title III, Part A	Federal	X			15,000	X	See CEP
Title IV	Federal						
IDEA	Federal	X			169,132	X	See CEP
Tax Levy	Local	X			2,870,020	X	See CEP