



BRONX EARLY COLLEGE ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X324
ADDRESS: 250 E. 164TH STREET
TELEPHONE: 718-681-8287
FAX: 718-681-8650

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X324 **SCHOOL NAME:** Bronx Early College Academy

SCHOOL ADDRESS: 250 E. 164th Street

SCHOOL TELEPHONE: 718-681-8287 **FAX:** 718-681-8650

SCHOOL CONTACT PERSON: Max O'Casey **EMAIL ADDRESS:** mocasey@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nusrat Chowdhury

PRINCIPAL: John Barnes

UFT CHAPTER LEADER: Thomas McMurray

PARENTS' ASSOCIATION PRESIDENT: Wendy Williams

STUDENT REPRESENTATIVE:
(Required for high schools) Perla Troncoso

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 521

NETWORK LEADER: Cass Conrad

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/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
John Barnes	*Principal or Designee	
Thomas McMurray	*UFT Chapter Chairperson or Designee	
Wendy Williams	*PA/PTA President or Designated Co-President	
Lisa Ighomuaye	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Perla Troncoso Raishawn Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nusrat Chowdhury	Member/ Teacher	
Corie Gaidusek	Member/ Teacher	
Annabelle Wright	2009/2010 PA President	
Carmen Feliz	2009/2010 PA Treasurer	
Ethan Knecht	Member/ Teacher	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Bronx Early College Academy is a personalized, nurturing, and rigorous learning environment where every child is held to high expectations. Currently we serve grades 6-10 and will grow over the next two years until we reach full capacity with grades 6-12. Our motto "Whatever It Takes to Be Successful" is the principle upon which we have built our foundation for success. We support students' academic, social and emotional development through our early college initiative, unique partnerships, and array of program offerings. All students are held to high expectations and must agree to rigorous, mandatory attendance during After School Academy (ASA), Saturday and vacation classes in addition to regular school days.

At BECA we believe every child should have the opportunity to attend college. Our Early college initiative through Lehman College enables students to earn a maximum of sixty college credits by the time they graduate high school. Students begin taking elective college courses in the ninth grade in art and literature. As they reach eleventh and twelfth grade students will take college math and science. Starting in the sixth grade students tour various college campuses and are exposed to a variety of career options.

Through several unique partnerships with organizations such as Learning Leaders, VHI music in school, and Technology & robotics (from our Digital Age Learning Grant) we are able to offer an array of clubs and activities during and after school such as chorus, guitar, mock trial, student council, Docs Club, Room to Write and Robotics. Additionally we will be adding a variety of sports through the CHAMPS and PSAL program such as basketball, baseball and cross-country.

To support our students' social and emotional development we have created a wellness center that offers one on one and group counseling. Additionally selected students are trained in teen tutoring, and peer mediation. In the middle school grades students earn "Project BECA points each month which rewards them for good behavior and academic performance with fun educational trips in the community. Daily we offer an "A" period to all students that focuses on small group work and keeps a 10 to 1 ratio of students to teachers. In addition, "A" time is used to incorporate weekly student goal setting, with students writing their weekly and monthly goals into student planners.

Housed on the newly renovated 4th floor of the Roberto Clemente Campus, which is located five blocks from Yankee stadium, BECA is easily accessible by public transportation. All students are expected to wear a uniform to school daily- for middle school, students wear a uniform that consists of khaki, blue or black bottoms and white or yellow collared shirt. High school students have the same uniform, but also have the option of wearing a blue collared shirt. Technology is essential and utilized in every classroom. Students are assigned a locker for the year, which must be used daily to store all outerwear. Due to our small size every student is known and is encouraged to partake in school activities.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Bronx Early College Academy			
District:	09	DBN #:	X324	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X <input checked="" type="checkbox"/> 6	X <input checked="" type="checkbox"/> 7
	X <input checked="" type="checkbox"/> 8	X <input checked="" type="checkbox"/> 9	X <input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Trends;

- I. As a result of last year's ELA and Math State exams, the majority of students are performing at a level 1 or level 2 in ELA and/or Math. (ELA- current 7th= 72%, 8th= 78%, 9th= 59%. Math- current 7th = 47%, 8th= 48% and 9th= 64%)
- II. In the first year taking LEH 100 (our high school student's college course),
- III. As a result of our school-building changing locations, we lost approximately 25% of our students to other schools.
- IV. Provide a menu of support for all learners AIS, ASA, TAI, SAL, Saturday Academy, 1A, CTT and ESL target services.

School Accomplishments

- Navigated a school-building move from Riverdale in the North-West Bronx to 164th Street in the South Bronx.
- Developing a standards based and college preparatory curriculum in ELA and Math
- Collaboratively developed school-wide initiatives: writing rubric, syllabus template and grading policy (all used in all classes by all teachers in all subjects)
- Established music and art programs as a result of findings from student surveys
- Maximize the school schedule to provide a double block of ELA and Math daily for all students
- Established common planning time for teachers to improve pedagogy daily for middle and high school teachers
- Added technological resources to every classroom
- Developed wellness center to provide counseling services for students in need
- Build partnership with community and private partners such as Learning Leaders, Computers for Youth, JP Chase Morgan, McKinsey, Tribeca Film Festival, Bronx

Arts Ensemble, CHAMPS and Creative Arts Team to work with and help improve our school community.

Challenges for continual growth

- New location is far from Lehman college
- Using data effectively in the classroom to make informed decisions about students needs
- Implementing structures that address students emotional and social needs
- Limited technological resources make implementation of school-wide technological goals challenging

Bronx Early College Academy came off of a very successful 2008-2009 school year in which we were the #1 most improved school citywide based on school survey results. However, we moved from Riverdale in the North-West Bronx to 164th Street in the South Bronx for the 2009-2010 school year and began unpacking our belongings days before the first day of school. Our previous building only housed our school, while our new building housed us as one of six schools, with BECA sharing the fourth floor of a four floor school building. As a result, we faced many challenging situations as a staff and school community and received a B on our progress report.

However, by collaborating as a staff and working hard throughout the year, many positives came about in the 2009-2010 school year. We partnered with McKinsey for strategic planning, which allowed us to develop collaboratively a school-wide grading policy, a school-wide writing rubric and a syllabus template that would be used in all classrooms by all teachers with all students. As a staff, there were strides made in the implementation of cross-curricular units of study as well as the practice of differentiated instruction. We implemented a schedule for the day that allowed teachers to meet daily during 5th period, with each day's meeting having a different focus. That system allowed for increased communication and interconnectedness between staff members.

Additionally, we have been able to partner with a variety of organizations to bring in additional resources and services to our students. We partnered with Learning Leaders to create a "Room to Write" program that allowed students the ability to work towards publishing their original stories into Slice Magazine. We worked with Tribeca Film Festival to allow our students the opportunity to view film screenings. In addition, all of our students were offered the ability to apply for and/or interview for a spot on our chorus and/ or guitar club, provided through our partnership with Bronx Arts Ensemble.

Moving forward, we plan on improving our student testing results from last year. The results are as follows...

Last Year's ELA Data (% of students at a level 1 or level 2)

6th= 72%

7th= 78%

9th= 59%

Last Year's Math Data (% of students at a level 1 or level 2)

6th = 47%

7th= 48%

8th= 64%

Our results were not satisfactory and do not reflect the expectation level at BECA. Through the implementation of our new school-wide initiatives, addition support for students (mandatory and targeted), our increased number of partner organizations and through a sense of being settled in our new building location (and having more space than we did last year), we intended to meet our goals and have a successful year academically with our students.

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.

School Tone and Culture

- Decrease number of level 4 incidents by 5%
- Increase number of students receiving incentives for good behavior and academic performance
- Increase students and teachers use of daily planners to 100% by May 2011

Differentiation

- Increase professional develop for teachers on differentiated instruction
- Increase teacher's capacity to tailor instruction to student's needs

Student performance

- Increase percentage of students in the lowest 1/3 making one and a half year's progress in ELA by 5%
- Math Increase percentage of students in the lowest 1/3 making one and a half year's progress in ELA by 5%
- Increase the number of students passing college course in the 9th and 10th grades by 5%

Technology

- Availability of technology in every classroom by May 2011

1. Utilization of Data to Inform Teaching

To facilitate teachers to utilize data more effectively in their planning and instruction to improve student achievement within each department

Description

Focusing on using data to continuously improve students' achievement is a priority noted in the School Quality Review, "ensure teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the

students in their charge” (SQR, 3.4), and “ hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling” (3.3), based on assessment data.

2. Instruction

To improve instruction and build teacher’s pedagogical capacity through the development of Whole School Curriculum Maps and Assessment Frameworks

Description

Aligned to both the Middle Years Blueprint of Success and Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) which indicated the need to focus on best practices in curriculum and instruction, the 2007/2008 SQR data indicated need to “hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling and for creating a positive safe and inclusive learning environment” (SQR 3.3)

3. Differentiation

To help teachers increase the level of differentiated instruction based upon identified learning needs, particularly according to cohort analysis

Description

Aligned to both the Middle Years Blueprint of Success and Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) which indicated the need to focus on best practices and differentiated instruction, the School Quality Review findings indicated a need at X324 to “ensure teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge” (SQR 3.4)

4. Communication

To increase the levels of communication amongst all school constituencies- teachers, parents, students, support staff

Description

Progress Report data indicated great need to address all aspects of Communication with and among all constituents in school and classroom organizational capacity (focusing on Safety and Respect and Communication in particular). School Quality Review data indicated need to invite parents/ caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children (2.7)

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 (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase percentage of students in the lowest 1/3 making one and a half year’s progress in ELA by 5%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to accomplish this goal, we will take the following actions.</p> <ul style="list-style-type: none"> - All middle school students will have a mandatory, three day a week After School Academy (ASA) program. This program will focus on ELA skills from November-December. - All students will participate in period 1A, which is our 37 ½ minutes. During this time students identified as being in the lowest 1/3 in ELA will receive targeted ELA based instruction. This will take place throughout the school year. - All middle school staff members will be responsible for the accomplishment of this goal, with ELA and ASA teachers taking the lead.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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>The human resources to take part in this goal are the teachers that teach middle school students during their regular day schedule, as well as the teachers that applied and were accepted to teach ASA for per session funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>To track the accomplishment of this goal we will be relying on periodic assessment data throughout the year (to be administered in alignment with the New York City Periodic Assessment Calendar) and with the May New York State ELA exam. Period Assessment results will provide our staff with data on progress and the NY State ELA exam will inform us of the ultimate success/ failure of this goal.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Math Increase percentage of students in the lowest 1/3 making one and a half year’s progress in ELA by 5%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to accomplish this goal, we will take the following actions.</p> <ul style="list-style-type: none"> - All middle school students will have a mandatory, three day a week After School Academy (ASA) program. This program will focus on math skills from January-March. - All students will participate in period 1A, which is our 37 ½ minutes. During this time students identified as being in the lowest 1/3 in math will receive targeted math based instruction. This will take place throughout the school year. <p>All middle school staff members will be responsible for the accomplishment of this goal, with math and ASA teachers taking the lead.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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>The human resources to take part in this goal are the teachers that teach middle school students during their regular day schedule, as well as the teachers that applied and were accepted to teach ASA for per session funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>To track the accomplishment of this goal we will be relying on periodic assessment data throughout the year (to be administered in alignment with the New York City Periodic Assessment Calendar) and with the May New York State Math exam. Period Assessment results will provide our staff with data on progress and the NY State mathematics exam will inform us of the ultimate success/ failure of this goal.</p>

Subject/Area (where relevant): Lehman College Coursework

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students passing their Lehman College course in the 9th and 10th grades by 5%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to accomplish this goal, we will take the following actions.</p> <ul style="list-style-type: none"> - Ensure there is a system for student travel to and from Lehman College. - Group participating students into the same period 1A classes to allow for follow up work and conversations, centered on the work load of their Lehman coursework. - Provide students will Friday high school assemblies, designed to honor student achievement and discuss the Lehman College course on a regular basis. - Work closely with our partners at Lehman to provide progress reports and feedback sessions to students and their parents/ guardians
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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>Students that participate in the Lehman College course are instructed by Professors at Lehman College, which does not come out of our school budget. Transportation to BECA has been arranged through the DOE (yellow bus), which also does not come out of our budget.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will receive on-going progress reports on their achievement in their college course, taking place at-least once per semester. Ultimately, the success of this goal will be measured based on their transcript and compared to the results of last year's student transcripts.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	20	20	0	0	0	0	20	0
7	41	27	0	0	0	0	18	0
8	39	28	0	0	0	0	20	0
9	33	0	0	0	10	0	0	0
10	14	14	22	21	8	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>After School Academy- provides all 6th, 7th and 8th grade students with support in both reading and writing. This service takes place after school on Tuesday's, Wednesday's and Thursday's.</p> <p>Saturday Academy- provides all 6th, 7th and 8th grade students with support in both reading and writing. This service takes place on Saturday's throughout the middle months of the school year.</p> <p>SAL</p> <p>Saturday regents prep for 9th and 10th graders</p>
Mathematics:	<p>After School Academy- provides all 6th, 7th and 8th grade students with support in mathematics. This service takes place after school on Tuesday's, Wednesday's and Thursday's.</p> <p>Saturday Academy- provides all 6th, 7th and 8th grade students with support in mathematics. This service takes place on Saturday's throughout the middle months of the school year.</p> <p>1A- TAI for 6th graders</p> <p>Saturday regents prep</p>
Science:	<p>1A Science Group- provides small group instruction to one group of 9th grade students on a 10:1 ratio as part of the mandated 37 ½ minutes. This occurs Monday-Friday during the school day.</p>
Social Studies:	<p>Saturday regents prep in Global History in addition to credit recovery courses.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Counseling takes place on a daily basis during the school day for students that require it based on their IEP and for students that request it. Additionally, their teachers or administrators can recommend students for counseling.</p>
At-risk Services Provided by the School Psychologist:	<p>N/A- BECA does not have a School Psychologist</p>

At-risk Services Provided by the Social Worker:	Counseling Provided by interns
At-risk Health-related Services:	Condom availability at the school, school nurse for students with conditions such as chronic asthma and diabetes

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6th-10th Number of Students to be Served: 378 LEP: 185 Non-LEP: 193

Number of Teachers: 26 Other Staff (Specify): Assistant Principals (2), School Aides (3), Secretary (1)

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.

We have a full time, certified, ESL teacher that services students in 6th-10th grades with English language support needs. She meets with students five days per week for both push in and pull out services. The students being serviced have English language needs and are native Spanish speakers. Students receive the number of minutes per week they do due to the level they are (beginner, intermediate or advanced). In total, there are 45 students that receive these services.

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.

Our ESL teacher participates in staff meetings during period 5’s (on-going and daily during student’s lunch period), where she works with other teachers along the lines of instruction and student related issues. In addition, we have an instructional coach that supports all teachers and an ESL supervisor that assists in providing supports and off-site PD sessions to our ESL teacher.

Section III. Title III Budget

School: 09x324 BEDS Code: 320900011324

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

Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the beginning of the school year we gather information on our students and their families and use that information in how we communicate with our school population. For families, we have blue cards in English and Spanish, which also indicate the home language preference. At our parent teacher conferences and other school functions, we always have translators on hand to assist in bridging communication between staff and parents. For important letters about promotion, we provide letters in both English and Spanish. Our Parent Coordinator is bilingual and assists in communicating with families in both English and Spanish.

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.

Each month at BECA we have school functions and invite parents, which is where we get feedback and collect information on our needs moving forward. As a result of our monthly parent meetings, we have learned that there is a growing need for more letters to be written in Spanish than we are presently offering, which is in part due to our time and budgetary constraints. As far as oral interpretation needs, we have received positive feedback and will continue to have translators available for parent events.

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.

To provide the necessary written translation services, we will use a combination of resources from in-house- Parent Coordinator, School Aides and parent volunteers. We will determine when these forms of written communication are necessary and put a team of people to implement. These forms of written communication are to be created in line with the "original" document in English, to ensure that all written communication is distributed at the same time.

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.

We will continue to offer oral interpretation to families through our in-house personnel. We will continue to use our Parent Coordinator, School Aides and parent volunteers.

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>.

As a school, we will review and follow the necessary requirements and create a plan for implementation with the members that will be responsible for sharing information with families in Spanish. We will also continue to use resources available to us from the Department of Education website to ensure all of our families are communicated with in a language that is compatible with their home language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	259515	152233	411748
2. Enter the anticipated 1% set-aside for Parent Involvement:	2595	1522	4117
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12975	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25951	*	

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

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

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

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

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

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

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.

Throughout the year, we complete acuity and periodic assessments for all students in ELA and math to identify areas of strength and areas in need of improvement. The itemized analysis that is produced as a result of that identifies areas that need more attention from teachers and more work from students. In addition, after each marking period, our data specialist compiles the data from student report cards to analyze the amount of students that failed a class. From that data, teachers collaborate and determine what can be done to help those students improve their performance.

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

- 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.

Every day at BECA teachers participate in period 5 and period 6 meetings that take place during student lunch periods. These meetings are designed to allow students to collaborate along the lines of instruction, grade level issues and planning. Each meeting throughout the week has a different focus and different team members. Overall, these meetings help ensure that teachers are prepared for their classes and are able to make the necessary changes in their classroom moving forward.

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.

See question #3. In addition, staff members are regularly selected to participate in relevant PD by administrators. These PD sessions are aligned with the needs of individual of teachers and are designed to help teacher growth and development.

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

We try to use the staff we have to make our school as great as it can be, which leads to making BECA a desirable location for teachers to work at. In addition, we regularly attend the teacher fairs, both at Colombia and St. John's Universities, but DOE sanctioned events as well, where we network and try to bring in the best candidates available. Once we do set up interviews, we conduct interviews as a team and always have teachers as part of our hiring committee.

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

We have a variety of monthly events at BECA that are designed to bring in family members to our school. We have monthly "Brunch with Barnes" for parents to meet with the Principal, Family Movie Night to get students and their parents into school and enjoying a school event together, in addition to the academic events that we have such as "Curriculum Night" designed to get parents in and learn about what their children are learning. Finally, we have an online grade book that teachers, parents and students have access to, in order to keep lines of communication open for academic progress.

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.

We are already including teachers in this process, through the work we've done with our daily period 5/6 staff meetings, Friday Town Halls and monthly Faculty and Departmental meetings.

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.

As a school, we provide additional time for students to master key concepts during After School Academy (Tuesday, Wednesday and Thursdays) for an hour and through Saturday Academy for four-hour sessions. Students are given this extra time to support the accomplishment of their academic goals.

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.

As a school we work hard to get together with a variety of outside organizations add supports to our school and students population. Those programs are in addition meeting the mandates we currently work to meet and participate fully in.

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.

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.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
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 IDEA.							
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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. 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.)
16 total students.
2. Please describe the services you are planning to provide to the STH population.
STH students will be provided with two-three meals per day on a daily basis. This includes a free breakfast, the option of a free lunch (through the appropriate paperwork) and a free snack provided during ASA three days per week. In addition, STH students in need of clothing, school materials or any additional items, will be assisted by staff members. In addition, all STH students (like all students) will be encouraged to participate in after school clubs to help provide them with additional structured time for individual time for development.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Early College Academy for Teaching & Learnin					
District:	9	DBN:	09X324	School	320900011324	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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				93.5 /
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3		0	0				95.4
Grade 4		0	0				
Grade 5		0	0	Poverty Rate - % of Enrollment:			
Grade 6		60	76	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7		51	86			91.6	83.4
Grade 8		75	56				
Grade 9		79	77	Students in Temporary Housing - Total Number:			
Grade 10		0	81	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11		0	0				9
Grade 12		0	0				
Ungraded		0	0	Recent Immigrants - Total Number:			
Total		265	376	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
							1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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		0	9	Principal Suspensions			26
# in Collaborative Team Teaching (CTT) Classes		21	21	Superintendent Suspensions			27
Number all others		21	36				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		23	TBD
# ELLs with IEPs		10	TBD
Number of Teachers			22
Number of Administrators and Other Professionals			4
Number of Educational Paraprofessionals			0

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
			10	% fully licensed & permanently assigned to this school			85.0
				% more than 2 years teaching in this school			27.3
				% more than 5 years teaching anywhere			22.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.0	0.3	% core classes taught by "highly qualified" teachers	84.2		
Black or African American		32.1	31.1				
Hispanic or Latino		63.0	64.9				
Asian or Native Hawaiian/Other Pacific		4.2	2.7				
White		0.8	0.8				
Male		51.3	50.0				
Female		48.7	50.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated 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:	ELA:
Math:	Math:
Science:	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	44.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

**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 CUNY/AED	District 9	School Number 324	School Name Bronx Early College
Principal John Barnes	Assistant Principal Lawrence Njoku		
Coach Andrine Wilson	Coach		
Teacher/Subject Area Jane Risdon- ESL	Guidance Counselor		
Teacher/Subject Area Karin Stinson- French/ESL	Parent		
Teacher/Subject Area Elizabeth Tracy-Special Ed.	Parent Coordinator Myrna Felix		
Related Service Provider	Other Pat Cavanagh- Data Specialist		
Network Leader Cass Conrad	Other Dennis Sanchez- PSO Support		

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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	368	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	12.23%
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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. The initial identification of those students who may possibly be ELLs has various steps. First, new admits are identified as new to the New York City Public Schools Department of Education. If it is clear that this student has never been admitted into the DOE, the parents are given a Home Language Identification Survey (HLIS) in their home language. This is administered by our attendance secretary, who will contact both the ESL teacher, and the parent coordinator to assist in the process and sit with the parent or guardian while he or she fills it out.

If the parent or guardian checks "Other" at least once in items 1-4 on the HLIS and at least twice in 5-8, then the child is eligible for the LAB-R testing, which is discussed later.

The parents are then given, either at that time, or a time that is convenient to them within the next 10 days, an orientation to the ELL services that the NYC DOE has to offer, using the EPIC Parents materials, which includes both the written overviews, the introductory/choice video, and then they must indicate their program of choice. The HLIS and the Parent Choice forms will be kept on file in the main office in the student file.

Following the gathering of the HLIS and the Parent Choice Forms, within the first 10 days of admittance, the student must be given the LAB-R by the ESL teacher, which is then submitted to the district ISC at Fordham Plaza according to the appropriate drop off dates.

Parents are sent a notification as to their students placement and program through mail, or it is sent home with the student.

If newly admitted students have been a part of the NYC DOE, at that point, the ESL teacher will refer to the most current test history or ATS reports that are appropriate for ascertaining the students background information, test history, ELL level, and the breakdown of their strengths and weaknesses according to the NYSESLAT over the past several years.

These students are then placed in a free-standing (8th-10th) and/or push in/pull out program serviced by our ESL teachers. Students are serviced according to the mandated state minutes for English Language instruction based on their previous year's NYSESLAT scores.

The NYSESLAT is administered yearly in May. The ESL teachers work closely with the testing coordinator to organize and schedule the testing of the students. They are typically by grade in a separate settings for those with testing accommodations. Tests are secured within the school during the testing window, packaged by the ESL teacher and Testing Coordinator, or any other teacher that administered the test, then sent to the testing center.

2. B.E.C.A. keeps parents of ELL students aware of the program choices, and ELL information by using its parent coordinator to communicate with parents regularly. The EPIC box is always available in the ESL teacher's office for newly admitted students and their guardians to review so that they can make the appropriate choice of programs. Parents are also given program pamphlets at the Parent/Teacher Conference nights, as well as curriculum night at the beginning of the school year, which highlights the Freestanding ESL program we have here at B.E.C.A, as well as the contact information of the ESL teacher.

3. Letters informing parents of their student's services including entitlement letters, continuing service, and transitioning out of ESL letters are distributed yearly in the fall. Two copies are sent home with students and/or mailed to parents. It is indicated that one should be kept for their files, while the other should be sent back to school signed and dated with the student. These are kept on file in the ESL binder.

4. Identified ELLs are placed in their ESL instructional programs using parental decisions and IEP mandates as well as the students previous NYSESLAT scores. Currently we do not have a Spanish or Bilingual teacher at B.E.C.A. If ELL students are struggling academically with any part of the language, they are placed with a "buddy" that can help translate into their home language (whenever possible). ELL students are supported daily with ESL classes during our 1A intervention period, as well as After School Academy for our middle school students.

5. The Bronx Early College Academy has a Freestanding ESL program serving grades 6-10. Based on Program Selection forms and Continuing Service letters, parents have chosen to continue their child's education at BECA over bilingual or transitional education at other schools. Student files are reviewed and updated yearly by the ESL teacher/coordinator.

6. The program models offered at BECA are largely aligned with parent requests at this time. If, after review of all the parent choice forms, there are more than 20 parents of students in 2 consecutive grades that have selected either bilingual or transitional services, BECA will provide those programs at that time.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							5	5	7	5	9			31
Push-In							4	4	2	2	0			12
Total	0	0	0	0	0	0	9	9	9	7	9	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	17
SIFE	4	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	17

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	17	3	6	11	1	3	17	0	8		45
Total	17	3	6	11	1	3	17	0	8		45

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

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							9	12	8	9	4			42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
TOTAL	0	0	0	0	0	0	11	12	9	9	4	0	0	45

Part IV: ELL Programming

A. Programming and Scheduling Information	
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. 4. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs. 	<p>1. a. The organization models currently used at B.E.C.A. include both the push-in (co-teaching) model, as well as Self Contained, according to each child's grade, ESL Level (B/I/A/P), and therefore mandated minutes.</p> <p>b. Students are programmed for ESL largely by grade, and by class, so that our ESL teachers can better serve the ELLs in the push-in setting. Students travel in cohorts to each class in the 6-10th grades. Each grade is then designated a specific cohort of ELLs, which can then be</p>

serviced through the push-in part of their schedule by the ESL teacher.

2. The ESL teacher/coordinator is now full time, which in past years has been only a part-time position. This then enables the ESL teacher to organize their teaching schedule of both push-in and pull out, as well as self contained classes. Pull out is used only occasionally, and is a collaboration between the ESL teacher and the content area teacher. When pulled out, small group help or instruction is given when necessary within that content area. Our staff also included a dual certified French and ESL teacher, so that she may also service some of our ELLs during our intervention period every day. Please refer to the included chart entitled "Minutes of Instruction Per Class and Level", that further describes our intervention minutes for students in each class, grade, and ESL Level.

2.a. B.E.C.A. ensures that instructional minutes are fully met by scheduling the ESL teacher to do both a push in/pull out program (push in/pull out is used solely for 6th and 7th grade) as well as a self contained and push-in model (the combination is used for 8th, 9th, and 10th grades) on a daily basis to meet the mandated instructional minutes according to the CR-Part 154. The intervention period (1A) is used daily to service small groups of ELLs, by both the full time ESL teacher, and the French/ESL teacher respectively). 6th/7th/ and one 8th grade student at the Beginning and Intermediate level are serviced by the full time ESL teacher, while the remaining 8th/9th/ and 10th grade Beginning and Intermediate students are given ESL instruction from our French/ESL instructor, giving these lower level students extra support in a small group setting on a daily basis. There is one exception, that due to budget constraints and schedule limits, one student in the 6th grade self contained special education classroom does not receive the mandated minutes by the B.E.C.A ESL teacher. This student is scheduled to fulfill their mandated minutes through servicing through another ESL teacher at another school in our building.

3. The content areas are delivered in English by certified teachers who have received some training in ESL methodology. Both the ELA and Special Ed. Teachers collaborate with the ESL teacher in departmental meetings on a weekly basis. All other co-teachers, and other teachers of the ESL cohorts in each grade work with the ESL teacher in weekly planning and informal meetings to discuss differentiation in content, assessment, task, reading level of materials, organization of classroom/partnering, scaffolding for ELL students, and any other needs of the teachers or students. Extensive use of graphic organizers, KWL charts, outlines, visuals, and video, as well as collaborative group work is used to support our ELLs.

4. Differentiated Instruction for ELL subgroups.

a. SIFE Students

Our SIFE students are given extra support through our push-in/pull out model, as well as our self contained small group classes for our 8th, 9th, and 10th grade SIFE students. Most ELA classes have Native Language Libraries, so that these students can increase literacy in both English and their home language to further support them in their educational growth. We offer explicit ESL literacy skills and instruction including paired work, homogeneous grouping, activating prior knowledge and visual aids. SIFE students are instructed in the same manner as long term ELLs otherwise. See below.

b. 0-3 years

Newcomers at B.E.C.A. are given multiple forms of support to increase their comfort, familiarity, and ability levels in speaking, reading, writing and listening. Teachers of these ELLs are given support as well to help differentiate lessons to reach these students on their level. All middle school students at B.E.C.A. are tested using both the QRI and the WRAP methods of reading assessment several times throughout the year, which helps teachers match texts to students' reading levels. ESL teachers coordinate with content area teachers to help them develop scaffolded lesson plans and activities such as template for writing, audio books and listening centers, bilingual dictionaries, testing accommodations. These students are also given additional support in their content area classes where bilingual translations can be used (from a paired student or ESL teacher when applicable). During high stakes testing periods, students are tested in separate locations, given extended time, and provided with bilingual dictionaries when possible.

c. 4-6 years

For students that have been in ESL from 4-6 years B.E.C.A largely emphasizes reading and writing progression (but includes listening and speaking if indicated that this is a problem area according to NYSESLAT scores). A balanced literacy approach is used to support these skills in both ELA and when appropriate, ESL classes. In self contained classes, students spend time on guided and shared readings, which leads to independent work with differentiated texts, or paired reading, with continuing support from the teacher when needed. Students are asked to be reflective on their strategies for reading and their skills in writing, including grammar, spelling, punctuation, format and voice. Academic language and grade level vocabulary are incorporated into scaffolded lessons that both access prior knowledge, and create a supportive environment for growth. Students use journal writing, note taking, power point creation, text analysis, and creative projects to further their skills and push them towards mastery of the language and content areas. After School Academy helps these students with test preparation materials, and furthers their learning during the school day. During high stakes testing periods, students are tested in separate locations and given extended time and are given bilingual dictionaries when available.

d. Long Term ELLs

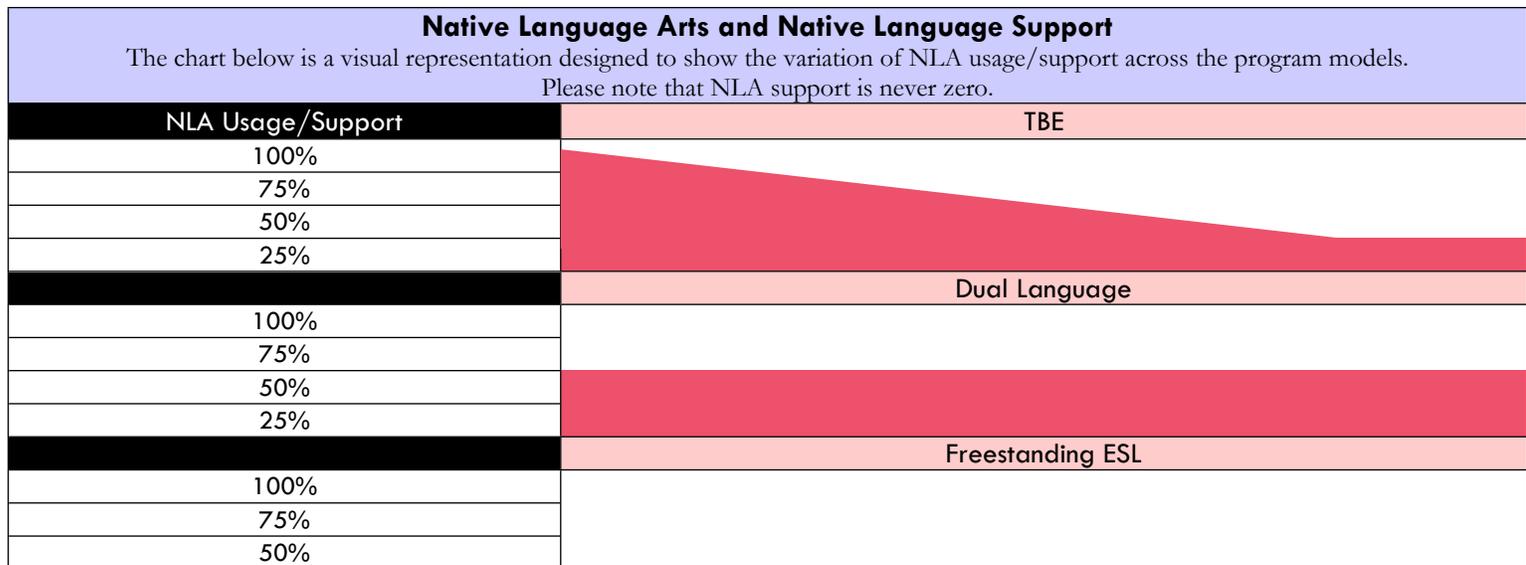
The majority of Long Term ELL intervention is geared towards support in Reading and Writing. Since an overwhelming majority of our ELLs received at least one level lower in Reading and Writing, over Speaking and Listening on the 2009 NYSESLAT, targeted instruction on Reading and Writing is a focus for these students in all content areas. B.E.C.A. has instilled a school wide writing rubric which is being incorporated into all content area classrooms and highlights "good writing" throughout the contents. This will support our ELLs to create consistency for writing in all classes, and instill a sense of constancy in their writing. The ESL teacher then supports these students with

vocabulary, writing templates, sentence structure, grammar instruction and also helps the teachers of ELLs continue this work in their classrooms. After being given diagnostic tests to identify the areas that need improvements, combining this data with findings from both item analysis of all applicable State tests and NYSESLAT scores, the students are asked to set goals for reading and writing and develop a process for monitoring their progress. Students are encouraged to read and re-read, participate in think alouds, stop and jot their thoughts and ideas, participate in group discussion, analyze literature and quotes (in order to prepare for the ELA Regents) and take part in all parts of the writing process. During high stakes testing periods, students are tested in separate locations are given extended time and provided with bilingual dictionaries when available.

e. ELLs identified as having special needs are serviced according to their IEPs. We have several programs to support those students, including SETSS, Integrated Co-Teaching services and a Self-Contained Special Ed. Class for our 6th grade students with special needs. There are multiple efforts to collaborate between the ESL teacher and the Special Ed. Coordinator and department. The ESL teacher regularly participates and sets goals in the Annual and Tri-annual reviews of IEPs and the ESL teacher also is a member of the Special Ed. Departmental meetings that meet once a week to further conversations on how to support ELLs with special needs. The IEPs for our ELLs with special needs are read by all ESL teachers, and the goals are kept as guidelines to help further support those students. More scaffolding and collaborating with teachers is done to ensure success of these students according to their IEPs. ELLs with special needs are also given all the same services as our Long Term ELLs with necessary. During high stakes testing, ELLs with special needs are tested in a separate location, given extended time, and then also given any other testing modifications according to their IEP.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. In content areas beginning ELLs receive a lot of modeling, graphic organizers, visual and formulaic approaches. They are paired with another speaker of their home language who is proficient in the content area material to help translate when needed. Bilingual dictionaries are being made available in every classroom and supplementary materials in their native language are use when available. Intermediate and Advanced level students are encouraged to use English dictionaries and are given vocabulary development exercises to help support their learning in the content. Visuals and graphic organizers are also often used to help support these students. Cornell Notes is used for high school level students and margin notes are taught to middle school students. Uniform assessments and mock Regents exams are used specifically to target and improve weak areas for high school students. Diagnostics and data analysis of Math, Science, Social Studies and Science State Tests are given to the middle school students. Instruction is then focused to target the needs of ELL students based on the data from these tests.

For students in grades 6-8, Computers for Youth has donated a desk top computer to any and all student families willing to come in for training and pick up of the computer. These computers are outfitted with programs that support students in all content areas, and homework is assigned by middle school teachers with these programs in mind. After School Academy (ASA) is also given to every middle school child (unless a parent opts the child out) three times a week. This work is targeted to help students with both literacy skills and test prep for the state Math and ELA tests.

High School students who are involved in the Lehman College classes are given tutoring and homework help, and for those high school students who are not involved are given support with Regents prep courses, journalism to promote strong writing skills and advisory lessons to help support them socially and academically.

6. Students who are deemed "Proficient" by the State NYSESLAT test, are given two years of additional support by the ESL teacher and are given extended time on all high stakes/state mandated tests. They are typically placed into the classes with other ESL students so that they can be supported by the ESL teacher in the same way as ELLs on any aspect they may be struggling with in that particular class. Their

- progress is closely monitored and those students are offered help from their content area teachers and the ESL teacher when needed.
7. Programs and improvements for this year? More students will be involved in Supporting Adolescent Learning (SAL) reading intervention this year. There are currently 3 teachers participating in this two year program that will be seeing many ELL students who are reading at or below two grade levels for 30-40 sessions either one on one or in a small group. More content area teachers will be given ESL training sessions, at both in and out of school PDs.
 8. No programs or supports for ELLs will be discontinued at this time.
 9. ELLs are not segregated in our school. Notifications of special programs and activities are sent home in English and the student's native language. ELLs are present in all instructional after school programs as well as all extra-curricular and enrichment activities.
 10. There are a multitude of Instructional Materials used at B.E.C.A. to support our ELLs. In addition to SAL, students with below grade level reading have available the New Heights listening and reading stations. We hope to have several teachers trained in the Wilson reading program by the end of the school year to support our extreme cases in low level reading. Our science classes use Holt(HS) and Glencoe(MS) while our Middle School Social Studies classes use the Tradebook program. The True Stories series is often used to support ELLs with supplemental readings, as well as Daybook for Critical Reading and Writing for Intermediate and Advanced students.
 11. Native Language support is given through access to Native Language Libraries in most ELA classrooms, translation services for the parents of ELLs, bilingual dictionaries to all ELL students in all classes.
 12. All required services and resources are in alignment with students' ages and grade levels.
 13. Newly enrolled ELL students are mandated to attend our summer orientation programs. Bilingual staff are available for translations for parents and information about the school is given in both English and the home language. Teachers monitor students to identify strengths and weaknesses, so that students are appropriately placed in September. If the student is new to the system, they will follow our protocol for our identification and placement process as well.
 14. French is the only foreign language elective offered to students this year, however, for most 8th-10th grade ELLs, they will forgo the foreign language elective in order to participate in their ESL classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development for teachers of ELLs is an ongoing, year-long process for teachers at B.E.C.A. The Bronx Early College Academy's plan for our instructional and guidance staff will include both institutional support as well peer support and will take varied forms. These will aide in the transition of our grades 6th through 8th students into the grades 9th through 12th phases of their secondary school education at BECA include:
 - a. Providing information in the form of articles and/or reports that make available examples and guidelines for carrying out different kinds of instructional activities.
 - b. Proving a forum for cooperative teachers to meet and review both teacher and student progress.
 - c. Arranging visits to other schools, where appropriate, to find out how instructional activities are conducted and supported there.
 - d. Scheduling for ongoing review and feedback about how well instructional activities are working.
2. In order to support teachers of ELLs in their transition from elementary to middle school and middle to high school, teachers are given important information about the ELL students that they see in their classes. Additionally, teachers are aware of the programs and resources available in the school to help students in each grade level.
3. In accordance with the Jose P. holding we have continuous PD sessions throughout the school year, both during whole staff meetings, and

departmental meetings with the ESL teachers and our school. Faculty and department meetings include professional development activities on

Part V: Assessment Analysis

A. Assessment Breakdown
 Native language support is provided by the instructional and guidance staff. BECA has a Spanish bilingual social worker and testing coordinator. In addition, BECA has administrators, teachers, paraprofessionals and school aides who speak Spanish. Peer tutoring in students' native language is also available. Bilingual materials including dictionaries and glossaries are available in the library and in some classes.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	3	1	2	2	0	0	0	8
Intermediate(I)	0	0	0	0	0	0	4	4	5	6	2	0	0	21
Advanced (A)	0	0	0	0	0	0	4	7	2	1	2	0	0	16
Total	0	0	0	0	0	0	11	12	9	9	4	0	0	45

Parents have multiple opportunities for involvement at B.E.C.A. They have opportunity to be involved through volunteer work, for example:

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	4	2	0	8
7	5	5	1	0	11
8	3	3	0	0	6
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	4		5		1		0		10
7	3		5		1		0		9
8	4		1		2		0		7
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	5		2		1		0		8
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	7		0		1		0		8
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int.Algebr</u>	4		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		1	
Physics				
Global History and Geography				
US History and Government	3		1	
Foreign Language				
Other				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tools used at B.E.C.A to early literacy skills are Fountas and Pinnell based. We use the Writing and Reading Profile (WRAP) to assess most students for their reading level. We then can find students independent reading books, as well as group students together for small group guided and shared readings within the classrooms. We also use this data to find supplemental materials and textbooks to support students in their content areas. Students with special needs are also assessed using QRI (Quality Reading Inventory) to further develop our understanding in order to target those students reading needs. Students with very low levels in reading are given SAL (Supporting Adolescent Learners), have access to the New Heights Audio Book/reading program, and are often given books on their level for independent and classroom reading. Some lower level books are downloaded from Reading A-Z.com and used to support those lower level readers. We have our SAL consultant in the building once a week to also support teachers with reading interventions and recommendations for our middle school students. High school students reading levels were assessed using TABE (Test for Adult Basic Education) this year. This information was used to plan ELA curriculum and also influence curriculum writhing for Global History.

- The data patterns found in the NYSESLAT and LAB-R data reveals that the majority of students are performing at either the Advanced or

context of student writing and reading. Writing structures will be modeled, practiced, and students will continually be taken through the full writing process. All students in all content areas will see consistency while using the school wide rubric. Students will be asked to be critical thinkers while reading and writing, assessing good mechanics, spelling, voice, and flow.

4.

a. For high stakes tests given by the state of New York, 0% of ELL students have been able to perform at a level 4. Few have been able to perform at a level 3, leaving the majority of students performing at the levels of 1 and 2. Students at BECA have only been given tests in English.

b. School leadership and teachers are using the data to inform instruction, grouping, scaffolding of lessons, use of visuals and graphic organizers and building curriculums based on the above data, all with the shared goal of improving ALL students, including ELLs.

c. The Periodic Assessments are used to gage the students improvements between NYSESLAT test dates. Information is shared with teachers of ELLs to further develop lessons and curriculum to meet students' needs.

5. N/A

6. At B.E.C.A. ELL student success is measured by a variety of input and data. First, we use the periodic assessments as tools to understand and predict how students will perform on the NYSESLAT. The NYSESLAT data is organized and analyzed year by year to study the growth (and regression) of ELL students. Baseline assessments in each content area and follow up assessments throughout the year show how well ELL students are performing in their content area classes. Student observations and informal conversations with students can also gage how successful the student feels, and how much they are being supported by both ESL and content area teachers. Student success can also be monitored by class participation, project grades, and teacher anecdotes of students in their classrooms. Parental involvement and participation in school functions is another method of gauging ELL success. Teachers who feel supported with their ELL students is another way B.E.C.A. prides itself on measuring the success of its ELLs.

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.

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 09x324

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:	259515	152233	411748
2. Enter the anticipated 1% set-aside for Parent Involvement:	2595	1522	4117
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12976	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25952	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

Every day at BECA teachers participate in period 5 and period 6 meetings that take place during student lunch periods. These meetings are designed to allow students to collaborate along the lines of instruction, grade level issues and planning. Each meeting throughout the week has a different focus and different team members. Overall, these meetings help ensure that teachers are prepared for their classes and are able to make the necessary changes in their classroom moving forward.

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.

See question #3. In addition, staff members are regularly selected to participate in relevant PD by administrators. These PD sessions are aligned with the needs of individual of teachers and are designed to help teacher growth and development.

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

We try to use the staff we have to make our school as great as it can be, which leads to making BECA a desirable location for teachers to work at. In addition, we regularly attend the teacher fairs, both at Columbia and St. John's Universities, but DOE sanctioned events as well, where we network and try to bring in the best candidates available. Once we do set up interviews, we conduct interviews as a team and always have teachers as part of our hiring committee.

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

We have a variety of monthly events at BECA that are designed to bring in family members to our school. We have monthly “Brunch with Barnes” for parents to meet with the Principal, Family Movie Night to get students and their parents into school and enjoying a school event together, in addition to the academic events that we have such as “Curriculum Night” designed to get parents in and learn about what their children are learning. Finally, we have an online grade book that teachers, parents and students have access to, in order to keep lines of communication open for academic progress.

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.

We are already including teachers in this process, through the work we’ve done with our daily period 5/6 staff meetings, Friday Town Halls and monthly Faculty and Departmental meetings.

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.

As a school, we provide additional time for students to master key concepts during After School Academy (Tuesday, Wednesday and Thursdays) for an hour and through Saturday Academy for four-hour sessions. Students are given this extra time to support the accomplishment of their academic goals.

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.

As a school we work hard to get together with a variety of outside organizations add supports to our school and students population. Those programs are in addition meeting the mandates we currently work to meet and participate fully in.

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

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			217992	X	
Title I, Part A (ARRA)	Federal	X			150711	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			1593	X	
Title IV	Federal			X			

¹ **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.

² **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.

IDEA	Federal	X			100628	X	
Tax Levy	Local	X			2096048	X	