



BRONX LEADERSHIP ACADEMY HS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 09X525

ADDRESS: 1710 WEBSTER AVE, BRONX, NY 10457

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X525 **SCHOOL NAME:** BRONX LEADERSHIP ACADEMY HS

SCHOOL ADDRESS: 1710 WEBSTER AVENUE, BRONX, NY 10457

SCHOOL TELEPHONE: 718-299-4274 **FAX:** 718-299-4707

SCHOOL CONTACT PERSON: KENNETH GASKINS, JR **EMAIL ADDRESS:** kgaskin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TANISHA SHIELDS

PRINCIPAL: KENNETH GASKINS, JR

UFT CHAPTER LEADER: GINA PILOTTI

PARENTS' ASSOCIATION PRESIDENT: ERVIN TORRES

STUDENT REPRESENTATIVE:
(Required for high schools) XIOMARA DIAZ

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 19 (CEI-PEA)

NETWORK LEADER: BEN WAXMAN

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
KENNETH GASKINS, JR	*Principal or Designee	
GINA PILOTTI	*UFT Chapter Chairperson or Designee	
ERVIN TORRES	*PA/PTA President or Designated Co-President	
EVA DIAZ	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
SYLVIA MARRERO	DC 37 Representative, if applicable	
XIOMARA DIAZ SARA BOURET	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TANISHA SHIELDS	SLT CHAIR	
COURTENAY FORTUNE	Member/AP SUPERVISION	
COURY VELEZ	Member/TEACHER	
NANCY SWINSON	Member/PARENT	
BEATRICE TORRES	Member/PARENT	
VERGY TORRES	Member/PARENT	
LYNN BRADLEY	Member/PARENT	
GEETA PRASHAD	Member/PARENT	

(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.

Bronx Leadership Academy's strength is our shared mission to educate our students with a commitment to personal excellence and a heightened awareness of social conscience. This includes the improvement of the quality of life within their communities, and society as a whole, by providing a program of high academic standards. Our curriculum is geared towards college preparation, and places an emphasis on the value of education. We reinforce a respect for individual differences and cultural heritage in the school environment and community at large. Thus, all students, including those who are English Language Learners or are in Special Education, are integrated into the challenging curriculum of Bronx Leadership Academy.

The hallmark of Bronx Leadership Academy's program is the culture that has been developed since the creation of the school: we have a supportive, nurturing environment in which both students and staff can thrive. All members of the school community feel supported by one another. Indeed, the phrase most commonly used to describe the feeling one has as a member of the school community is that one is a member of the "BLA family."

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Bronx Leadership Academy High School									
District:	9	DBN:	09X525	School BEDS Code:	320900011525					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		84.5	84.8	TBD			
Kindergarten	0	0	0							
Student Stability - % of Enrollment :										
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		90.5	92.4	TBD			
Grade 3	0	0	0							
Grade 4	0	0	0	Poverty Rate - % of Enrollment :						
Grade 5	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 6	0	0	0		70.1	70.1	85.2			
Grade 7	0	0	0							
Grade 8	0	0	0	Students in Temporary Housing - Total Number :						
Grade 9	193	207	199	(As of June 30)	2007-08	2008-09	2009-10			
Grade 10	201	177	166		4	171	TBD			
Grade 11	137	152	149							
Grade 12	117	125	143	Recent Immigrants - Total Number :						
Ungraded	1	1	1	(As of October 31)	2007-08	2008-09	2009-10			
Total	649	662	658		4	5	1			
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			
# in Self-Contained Classes	48	46	58	Principal Suspensions	16	3	TBD			
# in Collaborative Team Teaching (CTT) Classes	15	12	13	Superintendent Suspensions	26	8	TBD			
Number all others	38	45	57							
These students are included in the enrollment information above.				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
				CTE Program Participants	N/A	244	214			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	38	40	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	29	34	49							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	8	21	Number of Administrators and Other Professionals	21	20	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overall Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	20	15	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	69.2	65.9	TBD
				% more than 5 years teaching anywhere	41.0	51.2	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	85.0	78.0	TBD
American Indian or Alaska Native	0.3	0.5	0.3		88.1	82.1	TBD
Black or African American	43.4	43.2	43.0				
Hispanic or Latino	54.1	54.4	54.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.4	1.1				
White	0.9	0.5	0.6				
Male	39.6	40.9	42.4				
Female	60.4	59.1	57.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				√	√	√	70
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				X	X		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White						-	
Multiracial				-	-		
Students with Disabilities							
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	53.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	28.9						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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?
-

The graduation outcomes for the students of the Class of 2010 bear witness to the success of our mission (71.1% graduation rate). Despite this success, we still have areas in need of improvement that we continue to address.

Each school year we are faced with many new challenges. Most recently, ISC re-organization, curriculum mandates, high staff turnover and increased student population have been obstacles with which Bronx Leadership has had to contend. Each of these separately can have a significant effect on school tone and collectively they impact the school's culture.

The two that are most important for us this year are attendance and student achievement in social studies. Our attendance has declined over the last several years but we have begun to reverse that trend (finishing the year with 85.6%). Given our commitment to serve the student population, we have made several adjustments to try to address the attendance issue. These adjustments come in the form of a short- and long-range plan that will continue to propel us up to the Chancellor's 90% requirement.

Our student performance on the Global History and Geography Regents exam continues to be an area of weakness that we must address. In June 2010, we had a 51% passing rate (at ≥ 65), but we have put into place a plan to address this need: we will have double periods for our Global 3 & 4 classes, thereby giving teachers and students more time to review the necessary material and go into a more in-depth analysis of the curriculum. The fact that we will be getting more ninth-graders with a low performance level in ELA (levels 1 & 2) also means

that we will increase the number of double-period English 1 & 2 classes, and will incorporate Global/English interdisciplinary materials.

Finally, we continue to review the credit accumulation trends for our students at every grade level. 59.9% of our ninth graders accumulated 10 or more credits their first year, and 67.0% of our tenth graders earned 10 or more credits for their second year. In order to continue the improvement in credit accumulation, we put into place a number of programs, including after-school classes and a Saturday Academy. Using alternative methods of assessment and high-interest reading materials with which students can identify, we have continued to motivate students to stay on track in these classes and improve their overall credit accumulation.

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.

<p>GOAL #1: What system for continuous improvement at your school will you develop or strengthen?</p>	<p>To continue improving school-wide attendance.</p>
<p>RATIONALE: How did your analysis of school strengths, student learning needs, and teacher capacity inform your identification of this system?</p>	<p>Student attendance has improved this past year (85.6% overall), but still must improve to reach the Chancellor’s goal of 90%.</p>
<p>TASKS FOR THIS YEAR: What work needs to be done this year to make progress towards the implementation of this system? Outline specific tasks, strategies, activities, and timeline.</p>	<ul style="list-style-type: none"> • The school will continue with our attendance team, who will meet on a biweekly basis. This team will be comprised of the following members: the assistant principals, attendance consultant, guidance counselors, family workers, school aides, attendance teacher, and the parent coordinator. • The attendance consultant will supply technical assistance with regards to attendance policies, procedures and guidelines. • The attendance consultant in conjunction with the school administration will provide on-going professional development to all members of the staff with regards to attendance. • The school’s attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus the attention where it is needed most. • The attendance committee will monitor attendance on a consistent basis to spot trends in attendance for an individual student or a class or a grade level, paying particular attention to the target population mentioned above. • Incentives will be distributed on a weekly, monthly and by the term basis. Official records of student attendance, RISA, will be included in all report card distribution. Professional development will begin on September 7, 2010 and continue throughout the school year.

BUDGET ALIGNMENT: Outline what changes you will make to your budget to insure effective implementation.	Adjust Galaxy budgeting system to reflect joining the CEI-PEI Partnership Service Organization (PSO) and work with their attendance team to coordinate monitoring and outreach efforts.
RESOURCES NEEDED: What partnerships and/or service contracts will you seek with external providers, and others at DOE to help you to develop or strengthen this system?	Continue to work with student support services to discharge students in a timely fashion.
INDICATORS OF PROGRESS &/OR ACCOMPLISHMENT: How will you document and measure its efficacy?	Our attendance goal for the 2010-2011 school year will be to exceed our June "10" YTD attendance by 0.5%, targeting 9 th , 10 th and 11 th grade students.
GOAL #2: What is your desired outcome? Be concrete and specific, and ensure that you will be able to use measurable evidence towards attainment. Be sure to identify the target population, if relevant, and a specific timeline.	To increase the passing percentage, at 65 or above, on the Global Studies Regents.
RATIONALE: How did your analysis of school strengths, student learning needs, and teacher capacity inform your selection of this goal?	An analysis of student performance for the past four years on the Global History & Geography Regents has shown a decrease in the number of students passing at the exam at 65 or above.
TASKS FOR THIS YEAR: What work needs to be done this year to make progress towards this goal? Outline specific tasks, strategies, and activities	<ul style="list-style-type: none"> -Continue to use mock Regents exams as an assessment tool for students and teachers. - Give monthly uniform assessments in all Global Studies classes. -Hold intense Regents prep classes after school, three weeks prior to each administration of the Global Studies exams. -Schedule prep classes for students who scored less than 65 on the targeted exam. -Create double-period classes for Global 3 & 4.
BUDGET ALIGNMENT: Outline what changes you will make to your budget to insure effective implementation.	Budget modifications will be made to provide per session, approximately 15 hours each, to work on the curriculum and intervention strategies.
RESOURCES NEEDED: What partnerships and/or service contracts will you seek with external providers, and others at DOE to help you to achieve this outcome?	Workshops and professional development for our social studies department. Outreach to outside vendors to provide enrichment opportunities for students and staff will also be pursued.
INDICATORS OF PROGRESS &/OR ACCOMPLISHMENT: How will you document and measure progress?	<ul style="list-style-type: none"> -The number of students scoring 65 or higher on the targeted Regents and RCTs will increase by 1% (= 98 students). -Stronger performance on mock regents and uniform assessments throughout the year. -Increase in the number of students who score 65 or higher on the Global Studies exams.

<p>GOAL #3: What is your desired outcome? Be concrete and specific, and ensure that you will be able to use measurable evidence towards attainment. Be sure to identify the target population, if relevant, and a specific timeline.</p>	<p>To increase the promotion rate for students during their first year. The school will develop strategies to ensure and encourage students to earn 10+ credits required for promotion each year.</p>
<p>RATIONALE: How did your analysis of school strengths, student learning needs, and teacher capacity inform your selection of this goal?</p>	<p>An analysis of our promotion data for the past three years shows a decrease in the number of students who are earning 10+ credits in their first year.</p>
<p>TASKS FOR THIS YEAR: What work needs to be done this year to make progress towards this goal? Outline specific tasks, strategies, and activities</p>	<ul style="list-style-type: none"> • The school will create a “Promotion-At-Risk Team,” which will meet on a monthly basis. This team will be comprised of the following members: the assistant principals, guidance counselors, teachers, and the parent coordinator. • Our target population will be identified via ATS reports and teacher recommendations. The target population will include students who fail two or more classes any given marking period. • The school’s “At-Risk Team” will work closely with parents and students to deliver services on a proactive basis utilizing report cards, SnapGrades and a variety of ATS and ARIS reports to help focus the attention where it is needed most. • When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families. • We will identify a target population through our academic review process and teacher recommendations. The target population will include students who are in danger of failing or have attendance issues. • Incentives will be provided to all students on a fair and equitable basis. Particular attention will be focused on the following categories: students in the lower third, ESL and Special Education students. • Continue use of Saturday Academy classes and after-school classes with high-interest reading material and alternative assessment tools.
<p>BUDGET ALIGNMENT: Outline what changes you will make to your budget to insure effective implementation.</p>	<p>Staff development monies will be allotted for educational and professional development consultants to hold workshops and trainings designed to help teachers with their instruction, as well as to help identify at-risk students and design intervention strategies.</p>
<p>RESOURCES NEEDED: What partnerships and/or service contracts will you seek with external providers and others at DOE to help you to achieve this outcome?</p>	<p>The Principal will negotiate with CEI-PEI to see how much time the outside consultants will cost and will give us in time.</p>

INDICATORS OF PROGRESS &/OR ACCOMPLISHMENT: How will you document and measure progress?	By June 2011 we will increase the number of students earning 10+ credits their first year by 2%.
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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.*

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve our overall attendance by 0.5%, targeting 9th grade students.</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 align="center">September to June</p> <ul style="list-style-type: none"> - The school will create an attendance team, which will meet on a biweekly basis. This team will be comprised of the following members: the principal, the assistant principals, attendance consultant, guidance counselors, social worker, family workers, school aide, attendance teacher, and the parent coordinator. - The attendance consultant will supply technical assistance with regards to attendance policies, procedures and guidelines. - The attendance consultant in conjunction with the school administration will provide on-going professional development to members of the staff with regards to all facets of attendance. - The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for the upcoming school year. - The school’s attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus the attention where it is needed most. - The school’s attendance committee will monitor attendance on a constant basis to spot trends in attendance on an individual student, class and grade level. All outreach and intervention efforts will be documented in the ATS ILOG system. - When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families. - The school’s family workers will supply services, for absenteeism and lateness via calls, letters and home visits in a proactive manner to ensure that our overall attendance goal is being met. The school will continue to utilize an autodialing phone system, on a daily

	<p>basis, to alert parents when students are absent and late. The system delivers the message in both English and Spanish.</p> <ul style="list-style-type: none"> - Our target population will be identified via ATS reports as well as teacher and counseling staff recommendations. The target population will include students whose attendance has fallen below the Chancellor's standard, excessive lateness and special situations when they arise. - Services will be provided to all students on a fair and equitable basis. Particular attention will be focused on the following categories: LTA students, truants, students living in temporary housing, foster care students, students who do not reside within District 9 and students who have been suspended to alternative learning centers. - Incentives will be distributed on a weekly, monthly and by the term basis. Official records of student attendance, RISA, will be included in all report card distribution. Professional development will begin on September 7, 2010 and continue throughout the school year. - The school will develop a comprehensive attendance plan for the 2010-2011 school year. This plan will be shared with the entire school community and will cover the steps to be taken to ensure that we reach our goal. <p style="text-align: center;">October to June</p> <ul style="list-style-type: none"> - The school will implement a comprehensive incentive program. This approach will utilize incentives to serve as acknowledgement for individual and class attendance improvement and achievement. Incentive awards will include, but not limited to the following: certificates, plaques, educational orientated incentives and trips, lunch and dessert parties and special presentations and events.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Based on the budgetary allocations for the upcoming school year, the school will explore the possibility of utilizing the services of the Family Para for home visits in the evenings and on the weekend. - Based on the budget, funds will be made available to provide the incentives listed in the above section. - PSO (CEI-PEA) funds will support attendance staff professional development and the overall attendance improvement initiative through the use of an attendance consultant.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Attendance progress with regards to our goal of improving the attendance rate, targeting 9th grade students, by 0.5%, or more will require a weekly review of a variety of ATS attendance reports and the DOE COGNOS system. These reports will include, but are not limited to the following: RDAL; RRSA; RSAL; RGST; R4RR (407); RCUA; and RISA. Additional reports and information will also be utilized in this effort. - The school's attendance plan is considered to be a living document and will be reviewed, revised and adjusted on a continuous basis throughout the school year.

SECTION VI: ACTION PLAN (CONT'D)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Global History & Geography Regents Exam

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The number of students in the Class of 2011 scoring 65 or higher on the targeted Regents and RCTs will increase by 1% as compared to the Class of 2010.</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>	<ul style="list-style-type: none"> -Continue to use mock Regents exams as an assessment tool for students and teachers. - Give monthly uniform assessments in all Global Studies classes. - Hold intense Regents prep classes after school, three weeks prior to each administration of the Global Studies exams. - Schedule prep classes for students who scored less than 65 on the targeted exam. .
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Monies are to be allocated for: teacher per session for after-school tutoring and enrichment activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> -The number of students in the Class of 2011 scoring 65 or higher on the targeted Global Regents and Global RCTs will increase by 1% in June 2011. - The number of students re-taking the Global Regents in January 2012 and passing at 65 or above will increase by 0.5% or greater. - Stronger performance on mock regents and uniform assessments throughout the year.

SECTION VI: ACTION PLAN (CONT'D)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

88

Subject/Area (where relevant): Grade promotion

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will increase by 1% the number of 9th grade students earning 10+ credits their first year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The school will create a “Promotion-At-Risk Team,” which will meet on a monthly basis. This team will be comprised of the following members: the assistant principals, guidance counselors, teachers, and the parent coordinator. • Our target population will be identified via ATS reports and teacher recommendations. The target population will include students who fail two or more classes any given marking period. • The school’s “At-Risk Team” will work closely with parents and students to deliver services on a proactive basis utilizing report cards, Snap Grades and a variety of ATS and ARIS reports to help focus the attention where it is needed most. • When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families. • We will identify a target population through our academic review process and teacher recommendations. The target population will include students who are in danger of failing or have attendance issues. • Incentives will be provided to all students on a fair and equitable basis. • Particular attention will be focused on the following categories: students in the lower third, ESL and Special Education students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staff development monies will be allotted for educational and professional development consultants to hold workshops and trainings designed to help teachers with their instruction, as well as to help identify at-risk students and design intervention strategies.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Regular analysis of scholarship reports at the end of each marking period (every six weeks). -The number of students earning 5+ credits after their first semester will increase by 0.5 to 1% (at the end of January 2011). -By June 2011 we will increase by 2% the number of 9th grade students earning 10+ credits their first year.

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	21	28	18	27	6	5	6	1
10	18	21	10	19	5	3	2	1
11	13	20	10	8	14	4	3	1
12	7	21	9	15	12	6	5	1

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:	BLA uses an intensive Reading Program to support those students in need of AIS, using small-group instruction, as well as one-to-one tutoring. This service is provided during school hours and is incorporated as a regular class on these students' schedules. General tutoring also is provided after school and on Saturdays.
Mathematics:	Students receive one-on-one tutoring, as well as small group instruction during the school day. The computer program <i>Understanding Math</i> is used to build students' basic skills and math foundations. These services are provided during the school day and after school, as well as on Saturdays.
Science:	Students receive one-on-one tutoring or small group instruction, which takes place after school and on Saturdays.
Social Studies:	Students receive one-on-one tutoring or small group instruction, which takes place after school and on Saturdays. A variety of media are used for instructional purposes, including visual media, print, and audio. Project-based lessons are used to develop students' independent thinking skills.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselors provide emotional and social support services, supporting the whole child. The Counselors also explore vocational programs and has extensive contact with parents to ensure students are supported academically. The Counselors also maintain constant communication with teachers to ensure students are being provided with mandated services.
At-risk Services Provided by the School Psychologist:	The part-time School Psychologist provides psychological and emotional counseling services to at-risk students. These services are provided in one-on-one sessions during the school day.
At-risk Services Provided by the Social Worker:	The part-time Social Worker provides emotional and social counseling services to at-risk students. These services are provided in one-on-one sessions during the school day.
At-risk Health-related Services:	The School Nurse provides health-related counseling services to our at-risk students, during school hours and after school.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

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.

Language Allocation Policy 2010-2011

I. Language Allocation Policy Team Composition

Principal- Kenneth Gaskins, Jr.
Assistant Principal of Supervision- Courtenay Fortune
Literacy Coach- Patty I. Cortez
Parent Coordinator- Kristopher Johnson
ESL Coordinator/Teacher - Dana Robertie
NLA Teacher- Rachel McCormick

II. Teacher Qualifications

Number of Certified ESL Teachers: 1
Number of Certified FL/NLA Teachers: 1
Number of Special Ed Teachers with Bilingual Extensions: 0
Number of Teachers of ELLs without ESL/NLA certification: 0

III. ELL Demographics

Total Number of ELLs: 64

Total Number of students at BLA is 676. Students in ESL language program are generally native Spanish speakers, with a few speakers of other languages (e.g., Soninke, French, Chinese).

Student Demographics of ELLs at BLA

Grade	9	10	11	12
Arabic	0	0	0	0
Spanish	31	10	8	3

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

Other	6	2	0	4

IV. Current ELL Program

The current ELL instructional program is a free-standing ESL program.

Students following the ESL program are instructed in English for 15 47-minute sessions weekly. The goals of the program are as follows:

- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, after school and Saturday programs.
- To incorporate ESL strategies and methodologies into literacy, mathematics and content area classes
- To aid students in attaining “on grade” performance levels for the city and state.

V. Parent Choice

1. Within the first week of class students are given a letter by the ESL teachers inviting their parents to an orientation meeting. The orientation meeting is held in the first month of school. At that time the ESL teachers and the Assistant Principal explain the different language programs and parents view videos in their native language about program choices. For parents who do not attend, follow up letters and telephone calls are made. For new admits, the guidance counselor (bilingual in Spanish) informs the parents of the choices available. A review of parent choice forms shows a trend for parents to choose ESL at BLA over bilingual education programs at other schools. Where a bilingual program would clearly be the most beneficial for a student, the counselor will discuss the matter with the parent. The Guidance Counselor, Ms. Sandra Santiago, and the Assistant Principal of Instruction, Ms. Helen Corchado, are also available to answer questions about the ESL program at BLA and other programs existing for ELLs at other schools. Additional parent orientations are held as needed.

VI. Assessment Analysis

For the May 2010 NYSESLAT, 54 students who were enrolled at BLA sat for the exam; 23 students placed out of the program. Four 12th graders remain at the Advanced level. Five juniors took the test and progressed to the advanced level. Twenty sophomores took the test and 8 placed out. Six students went from intermediate to the advanced level and the rest remained at the same level. Nine ninth-graders tested out, five students progressed to the next level, and three remained at the same level.

VII. Review of the Data

In grades 9 through twelve, the lowest scores were generally in listening and reading. In the listening section the students had difficulty following directions and listening for specific information. In reading the students struggled with vocabulary, identification of the main idea

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - *CONTINUED*

and making inferences. They also brought little prior knowledge of the topics tested. Many students improved on their organizational skills in order to write structured essays for the exams. This improvement resulted in an overall increase of scores for the writing compared to the results from the 2009 NYSESLAT when writing was the lowest performance task. Speaking continues to be a strong point, as we have very few recent immigrants. The school as a whole emphasizes oral presentations, participation in role plays and debates. The implications for the school's LAP and instructional policy are:

- Continue to reinforce speaking, listening, reading and writing skills in order to promote success in the ESL program, but more importantly to focus on reading and equip students with the necessary tools they need to thrive across the disciplines.
- Continue to put emphasis on utilizing graph interpretation to promote visual understanding and critical thinking. Students have been instructed to analyze graphs and translate their visual understanding in written form- a skill needed greatly in the science, math and social studies disciplines. The ESL program will continue to work towards this goal.
- Provide opportunities for students to expand their cultural world through attendance at plays, lectures and concerts, and field trips.
- Increase emphasis on the use of graphic organizers and Venn diagrams for pre-writing as well as utilizing established rubrics geared towards challenging students to transpose information from pre-writing grids into the writing tasks (journal, essay, short paragraph form) that make the synthesis of their ideas and overall comprehension manifest.
- Provide tutoring and after school services to help students prepare for the NYSESLAT and to have students benefit from smaller group settings for personalized instruction. Students who are more reticent about participating or asking questions in general education classes are urged to come to the tutorials to strengthen math, reading, writing and science skills, i.e.: comprehension and execution of tasks or activities.

A review of the data also suggests that intensive language development and a more rigorous approach at the freshman and sophomore levels since passing the NYSESLAT is easier at the lower grade levels.

VIII. Review of Content Areas Grades 9-12

Assessments for Math

Beginning level students are below the level of achievement for high school standards. In math, students learn by example, are aided by visuals, and double period instruction. Reticence to speak however, in the beginning and intermediate levels impacts academic success negatively; students not speaking aloud and thinking aloud to work through mathematical processes makes it harder to retain information and comprehend completely and make connections. For the Intermediate and Advanced level students who do show some academic success, word problems present the most difficulty on the Regents exams. The reading of the word problems presents a challenge for them because it

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - *CONTINUED*

is hard for them to decode the important information and to process instructions; just the vocabulary alone gives some of them incredible difficulty.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - *CONTINUED*

Assessments for Science

Beginning- and Intermediate-level students fail to meet the benchmark levels of success academically. They grasp 55% to 70% of the concepts. Their ability to analyze and processes scientific concepts cognitively is impeded by their inability to synthesize ideas in an acceptable written form. Furthermore, the science instructors also notice that the students are intimidated by passages with a lot of technical vocabulary. As a result, their scores are low because many of them will not even attempt all of the questions on the exams. This is true across grade and proficiency levels.

English Assessment

English Language Arts results from June 2009 show that the intermediate students pass with a grade of 55, but they fall short of the score of 65 required for the Regents Diploma. This year many of the students who were taking the Regents exam were in the Advanced Level ELL class and performed better than they have in prior years. Certain reading and writing strategies used in ELL instruction were also employed in the mainstream ELA class such as outlining, attention to vocabulary and metacognitive reading skills like underlining and margin note-taking. As a result the scores of ELLs who took the Regents improved compared to the results of the last two years. Four of the juniors enrolled in ESL received a grade between 65 and 70 on the ELA Regents.

Native Language Assessment

Students in the ESL program are assessed for native language skills in their Spanish class. Heritage speakers are grouped together. As most of our Latino students are English dominant, literacy strategies such as the use of cognates, attention to grammatical structures and the use of graphic organizers are incorporated into instruction.

Social Studies

Beginning level students perform poorly in Social Studies due to difficulty in comprehending organizational patterns of the text, connecting historical events to themes and understanding the extensive vocabulary. Intermediate level students have a stronger comprehension, but their ability to process and synthesize information in written form impedes their academic success (They receive scores ranging from 75%-80%: a small increase from Global and US History Regents scores in the last 2 years). The greatest problem in writing the required essays is their lack of content information. Recalling details of the content and the pace of instruction moving too quickly for ELLs are yet other challenges. In addition, the students are weak in their comprehension of the overarching themes and the big ideas. As mentioned above most of our students are English dominant and therefore translated versions of the Regents are not very useful. In those cases where the students speak exotic languages and could benefit from a translation, the State does not offer it. Periodic and interim assessments such as Scantron, mock regents and uniform exams are examined in order to target and prioritize weak areas. Using this information, specific goals are developed for individual students.

IX. Program Model Descriptions

The school will ensure that parents of students new to the system will receive the home language survey so that all students in need of ELL services are identified and serviced. The Pupil Personnel Secretary will identify incoming students by checking on their exam

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

history report. Students whose HLIS indicate another language and who are new to the ELSS will be tested with the LAB-R, interviewed by the ESL Coordinator, and the counselors will be notified to program them appropriately

The Parent Coordinator and Guidance counselor will ensure that all correspondence about ELL orientation, ELL instructional services at BLA, NYSESLAT testing and modifications and accommodations for Regents testing for ELLs across the disciplines, and requirements about the instructional component requirements for ELLs is sent to the parent and guardians in their native language.

At the beginning of the fall and spring terms, all staff members will be informed of who the ELLs in their classes are as well as their levels, i.e.: beginning, intermediate or advanced as well as who has made advances according to the NYSESLAT scores and who needs to make an improvement.

Students will be equipped with glossaries to use in addition to their dictionaries in class.

All staff members emphasize and make a concerted effort to require activities that necessitate peer assistance with non-native speakers of English. The student then has to listen and explain problems with other group members. Students are placed in groups which will provide them support when necessary.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2009-10: 54

I. **Instructional Program** (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

All English language learners receive instruction in one of the 3 ESL classes taught in English (Advanced, Intermediate and Beginner [double-period classes]). Any students for whom a bilingual program is the optimal setting and who remain in Bronx Leadership Academy's ESL program (as per parental preference) receive assistance from bilingual guidance counselors. Additionally, ninth graders receive a double period of literacy daily from a certified ESL instructor. Students whose native language is Spanish receive native language instruction which supports the reading and writing skills necessary for high school success. The ESL course parallels the English classes in terms of the five language skill objectives. In the ESL class, attention is given to vocabulary development, writing structures, pronunciation and content areas. Classes often focus on cross cultural issues and items of interest from the students' native countries. Most of our students were born here or are long term LEPs so literacy strategies are used to reinforce reading and writing skills. We have bought NYSESLAT preparation materials in order to increase our students' passing rate on the NYSESLAT examination.

A. As ours is a free standing ESL program, ELLs are programmed for mainstream math, science and history classes. ELLs participate fully in the classes and receive extra help from the ESL teachers as needed. We have bought supplementary history reading materials that help our English Language Learners understand the textbook. History was targeted as an area needing reinforcement because performance on the history Regents has been less than successful for many ELLs. All content area teachers have been trained in ESL methodology and incorporate vocabulary development and graphic organizers into their instruction. Computer-based activities are prevalent throughout the curricula. Film and audio recordings are extensively used.

B. Academic intervention services are provided in after school and Saturday tutoring programs depending on budgetary allowances. The Theatre Development Fund works with our ELLs in a special program that includes a visiting artist, attendance at plays and various follow-up activities.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - *CONTINUED*

Curriculum has been developed around units related to Broadway plays the students attend. One community-based organization, Project Gear-Up, works with our students, including ELLs. These programs provide incentives, college trips and various extracurricular activities.

- C. Our Project Inquiry team is targeting ELLs and those Special Education students who are also designated LEPs to gather and analyze information. The information will be used to inform instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of Project Inquiry is to assist a greater number of ELL students to accumulate credits, to develop academic language proficiency and to transition out of ESL program.

II. Parent/community involvement:

The Parent Coordinator and ESL teachers ensure that all correspondence about ELL matters such as Orientation, instructional services, testing, modifications and accommodations for Regents testing are sent to the parents and guardians of ELLs at BLA. At all school meetings and conferences translation services are available. In addition, parents are notified about club activities at school that promote community involvement. For example, the Building with Books program, a non-profit organization that promotes youth participation in community beautification and enrichment, can offer ELLs an opportunity for real life experiences to practice and improve their English while participating in community service projects. The guidance department helps parents by advising them of school and graduation requirements.

Parents of ELL students receive an orientation to the ESL program. All communications are sent in English as well as Spanish (the majority of our students is Latino). We utilize the services of the NYCDoE translation and interpretation services. In the case of exotic languages, we make efforts to use other students in the community to translate.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

The Guidance Department helps newly enrolled students by identifying ELLs who will need academic support upon arrival and setting them up with buddies at orientation. The department will also send documentation to communicate to parents a recommendation for after school tutoring, and to teachers, a suggestion for small group instruction and differentiated methods of teaching in the content areas. Newly enrolled ninth graders are encouraged to attend our summer Bridge Program.

IV. Professional Development (2010-2011 activities):

BLA has formed a professional development team whose objective is to promote best practices within the school community. The components of the program are modeling, implementation, coaching and reflection. The ESL instructors are members of this team. Through this vein, they are trained in literacy strategies, language development theory and ESL methodology by the Assistant Principal of Instruction who is a licensed ESL teacher and by the literacy coach. The Assistant Principal closely monitors and reviews the curriculum development in the ESL departments and, at times, suggests inter-visitations sessions that highlight best practices: the workshop model, the explicit teaching of writing processes, the use of graphic organizers and the practice of the 4 language skills in each class. Differentiated Instruction is the focus of professional development during Chancellor's assigned days and during common periods and faculty meetings.

The ESL instructors meet approximately 3 times per week to work on curriculum development that is aligned to ESL standards and supports language objectives and attend workshops and training offered by the Region and professional organizations.

V. Other Support Services

An informal homework help class is available to beginning level ESL students on a daily basis. Bilingual support staff provides assistance to Spanish-speaking students.

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) 9 to 12 Number of Students to be Served: 54 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) Bilingual School Counselors

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.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011

School Building: Bronx Leadership Academy **District:** 1

One ESL instructor – Fully certified
Three Paraprofessionals – Fully certified and bilingual in Spanish

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s): 9-12 **Number of Students to be served:** 54 LEP _____ Non-LEP _____

Number of Teachers: 1 **Other Staff (Specify):** Bilingual Guidance Counselor, 3 bilingual Paraprofessionals (Spanish)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

VI. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

All English language learners receive instruction in the ESL classes taught in English (47 minutes/period each day) Any students for whom a bilingual program is the optimal setting and who remain in Bronx Leadership Academy's ESL program (as per parental preference) receive assistance from bilingual guidance counselors. Additionally, ninth graders receive a double period of literacy daily from a certified ESL instructor. Students whose native language is Spanish receive native language instruction which supports the reading and writing skills necessary for high school success. The ESL course parallels the English classes in terms of the five language skill objectives. In the ESL class, attention is given to vocabulary development, writing structures, pronunciation and content areas. Classes often focus on cross cultural issues and items of interest from the students' native countries. Most of our students were born here or are long term LEPs so literacy strategies are used to reinforce reading and writing skills. We have bought NYSESLAT preparation materials in order to increase our students' passing rate on the NYSESLAT examination.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

- D. As ours is a free standing ESL program, ELLs are programmed for mainstream math, science and history classes. ELLs participate fully in the classes and receive extra help from the ESL teachers as needed. We have bought supplementary history reading materials that help our English Language Learners understand the textbook. History was targeted as an area needing reinforcement because performance on the history Regents has been less than successful for many ELLs. All content area teachers have been trained in ESL methodology and incorporate vocabulary development and graphic organizers into their instruction. Computer-based activities are prevalent throughout the curricula. Film and audio recordings are extensively used.
- E. Academic intervention services are provided in after school and Saturday tutoring programs depending on budgetary allowances. The Theatre Development Fund works with our ELLs in a special program that includes a visiting artist, attendance at plays and various follow up activities. Curriculum has been developed around units related to Broadway plays the students attend. Two community based organizations, Gear-up and SOBRO work with all our students, including ELLs. These programs provide incentives, college trips and various extra curricular activities.

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.

BLA has formed a professional development team whose objective is to promote best practices within the school community. The components of the program are modeling, implementation, coaching and reflection. The ESL instructors are members of this team. Through this vein, they are trained in literacy strategies, language development theory and ESL methodology by the Assistant Principal of Instruction who is a licensed ESL teacher and by the literacy coach. The Assistant Principal closely monitors and reviews the curriculum development in the ESL departments and, at times, suggests intervisitation sessions that highlight best practices: the workshop model, the explicit teaching of writing processes, the use of graphic organizers and the practice of the 4 language skills in each class. Differentiated Instruction is the focus of professional development during Chancellor’s assigned days and during common periods and faculty meetings.

The ESL instructors meet approximately 3 times per week to work on curriculum development that is aligned to ESL standards and supports language objectives and attend workshops and training offered by the ISC and professional organizations.

Section III. Title III Budget

School: 09X525 BEDS Code: 320900011525

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	\$19457	390 hours of per session for ESL and General Ed teacher to support ELL Students: 390 hours x \$49.89 (current teacher per session rate with fringe) = \$19,457.00
Purchased services - High quality staff and curriculum development contracts.	\$6846	F-Status AP Helen Corchado, working with ESL teacher and administrators 1 day a week on development of curriculum enhancements
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4000	Books on Tape, Multi-headset Cassette Recorders/players, Headphones, Book Bins, High-interest Leveled Books
Educational Software (Object Code 199)		Rosetta Stone language development software packages for after-school program
Travel		
Other		
TOTAL	\$30303	

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. A review of HLIS forms, survey of ESL classes, oral reports from guidance counselors and the school's Parent Coordinator indicate that the priority need is Spanish with fewer than two of our ELLs speaking languages other than Spanish. The attendance of the parents of ELLs and the students themselves at school-wide meetings such as Parent Teacher conference day, as well as orientations, tutoring, Mock Regents exams and exam schedules overall, school events like the Multi-Cultural festival and return of forms to ESL instructors are the methodologies used to assess the efficacy of the translation services.

2. The general finding is that information is communicated effectively though we do have to make sure that all literature that is sent out last minute is translated as well. Teachers and school staff have to have letters and notices reviewed by the Assistant Principal so that there is ample time to get it translated before it is mailed. In addition, because there is an ample number of staff qualified for written translation and in addition to bilingual counselors, the school is definitely in compliance with handling and delivering oral interpretation needs. Those students whose home language is not Spanish usually bring family members with them to translate orally and have written documents translated for them by members of their communities.

Part B: Strategies and Activities

- 1 Due to the fact that the highest need for translation is Spanish, any translated documents are translated in-house. All documents that require responses from or are directed to general education, ESL education, grade level meetings, tutoring and conferences are directed to the Assistant Principal who utilizes the services of the NYCDoE's translation and interpretation services. He also works closely with the Parent Coordinator to make sure that delivery of information is translated and literature sent out on time.
 2. Oral interpretation services are provided by the speech therapist, guidance department, teachers and qualified staff members.
 3. We use the NYCDoE's translation and interpretation services unit for written communication. We also use in-house translation to make sure that parental notification is delivered in a timely fashion. In order to ensure a respectable time frame for the dissemination of information after literature has been given to the Assistant Principal, teachers have been notified of a calendar to adhere to for school printing. In addition, the ESL coordinators communicate with the Parent Coordinator on a regular basis so that they are aware too of literature that the school is sending out. Whenever necessary, at their suggestions, documents are translated.
-

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.

Working with CEI-PEA, our ESL teacher will participate in PD workshops provided by CEI designed to improve her efficacy as a teacher. Emphasis will be placed on helping our ESL teacher to continue developing her understanding of the challenges faced by our ESL students and what pedagogical methods can be used to best meet their needs. Emphasis will also be placed on finding the right material to appeal to our students (e.g., high-interest reading material, multi-sensory project-based work, etc.). Extra support for our at-risk and struggling students will be found also in our Saturday Academy program, which will help students accumulate extra class credits and achieve academic success.

Our ESL teacher will meet with the English Department on a weekly basis during common-period department meetings, during which time teachers will receive PD on a variety of pedagogical techniques. These PD sessions will be led by our Literacy Coach, AP Supervision and/or our Principal. A video-based observation schedule will also be used, during which teachers will be videotaped during class lesson, after which they will have an opportunity to review their performance and, at the succeeding department conference, get feedback from peer teachers and members of the administration. Teachers in the department are able to see what works (and what doesn’t) in another teacher’s classroom, and therefore incorporate some techniques/methods in their own classrooms as well. This self-reflective practice will help teachers to improve their teaching.

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:	\$417,801	\$347,282	\$765,083
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4178	\$3478	\$7656
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,890	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$41,780	*	

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.

I. General Expectations

Bronx Leadership Academy HS agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Bronx Leadership Academy HS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: *See Parent Involvement addendum*
2. Bronx Leadership Academy HS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: *See Parent Involvement addendum*
3. Bronx Leadership Academy HS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: *See Parent Involvement addendum*
4. Bronx Leadership Academy HS will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: *See Parent Involvement addendum*
5. Bronx Leadership Academy HS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. *See Parent Involvement addendum*
6. Bronx Leadership Academy HS will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: *See Parent Involvement addendum*

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: *See Parent Involvement addendum*
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: *See Parent Involvement addendum*
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: *See Parent Involvement addendum*

School Responsibilities

Bronx Leadership Academy HS will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: *See Parent Involvement addendum*
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: *See Parent Involvement addendum*
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: *See Parent Involvement addendum*
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: *See Parent Involvement addendum*
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parent(s) or guardian(s) all notices and information received by us from our school every day.]

TITLE 1 PARENT INVOLVEMENT Addendum

Several Title 1 Parent Activities have begun and are planned for the 2010-2011 school year. These include the following:

1. Parent Coordinator monthly newsletter
2. Parent volunteer outreach (e.g., for parents to serve as chaperones for class trips or to volunteer time in school for hallway monitoring or dress code enforcement)
3. Parent workshops (e.g., ESL, basic computer use, financial planning, college finances, etc.)
4. Parent Contact Committee (working with the PTA and SLT to increase parental involvement).
5. Parent Learning Walks (to give an understanding of what their children's learning experiences are like)

In addition to the above items, we have planned and implemented the following activities:

1. Computer classes
2. Parent Fundraising Committee
3. Bi-monthly workshops to enhance school leadership and heighten parent awareness and involvement (dates TBD) regarding state standards and evolving Regents exam graduation requirements.
4. ESL classes for recent immigrant parents
5. Parent surveys

Title I funds will be used to support the above-stated activities. The funds will be allocated in the following manner:

1. Postage for PA mailings
2. Supplies for parent newsletters
3. General Non-Contractual Services
4. MetroCards for travel reimbursement
5. Per session hours for Teachers and School Counselors to conduct workshops

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. 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

A comprehensive needs assessment:

As a school-wide program school, we are constantly looking at data to develop strategies that help address the specific needs of students. We analyze data by subject and by Cohort. We also analyze past Regents exams of all students in both ELA and Math to assess areas of weakness. This helps us provide individualized instruction to meet each student's specific needs. Extra support (e.g., after-school tutoring program, Saturday classes) is also provided to supplement students' instruction. To determine if such needs have been met, the school will use such methods as informal student observations and writing and academic portfolios to provide evidence of ongoing academic progress. The use of benchmark exams at various points during the school year will also be used as an indicator of student progress. To ensure that these strategies are consistent with, and are designed to implement, the State and local improvement plans, the school will be receiving support from the Regional office.

School-wide reform strategies:

- a. Literacy across all content areas will be supported through a balanced approach that incorporates such strategies as monitoring comprehension through independent and guided reading, read-alouds, graphic and semantic organizers, reflective journals and effective questioning techniques. Vocabulary and writing are taught using the above methods, as well as through scaffolding writing, writing across content areas, integrating technology and common vocabulary usage. Bronx Leadership Academy ("BLA") has also implemented a Literacy and Humanities program to address the reading and writing needs of students. In this manner, the academic needs of our students are addressed in an interdisciplinary approach by fusing English Language Arts and Social Studies.
- b. Mathematics is presented with a problem-solving, student-centered focus. We attempt to address all student learning styles with hands-on/minds-on experiences. Students are encouraged and challenged to think critically about problems and are given the opportunity to solve problems through the use of multiple methods, thereby enforcing the notion that there is more than one way to solve a problem. The use of graphing-calculator technology, literacy- and project-based learning is also incorporated. Benchmark exams are administered to monitor student outcomes.
- c. We also use peer coaches and tutors in ELA and mathematics, who work in combination with teachers and students to provide a supportive learning environment. In addition, the *Understanding By Design* methodology of backwards planning and looking for main ideas and enduring understanding, will be incorporated to help teachers plan effective curriculums. Student assessments, while still using standards-based, objective measures, will be supplemented to include more project-based assessments, and all classrooms will be student-centered. These student-centered, project-based classrooms will ensure that students will be active learners who investigate and construct ideas in a manner that gives them ownership of their learning. Our teachers, therefore, become facilitators and coaches only, who empower their students to teach themselves.
- d. Structured before-school and after-school tutoring sessions are also provided. Peer tutors are used to increase the effectiveness of the tutoring programs. During the summer, an intensive Bridge Program is provided for incoming students, supporting literacy and supplementing their foundation skills in preparation for high school academic subjects. Specifically, these students receive additional instructional support in ELA, Mathematics and Social Studies (World History & Geography).

Instruction by highly qualified staff:

B.L.A. has 38 teachers. 100% of these teachers are certified or qualified for certification (including NYC Teaching Fellows). Bronx Leadership has an F-status AP of Supervision who provides ongoing coaching, training and in-class support to teachers. In addition, mentor teachers are assigned to all provisionally certified teachers and fellows (through the NYC Teaching Fellows program) to assist new teachers in improving instructional competence and excellence. The ongoing professional development these specialists and mentor teachers provide is the key to ensuring highly qualified instruction. It also ensures that teachers have a solid understanding of literacy and how to teach literacy using a balanced approach.

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.

Bronx Leadership is implementing high quality professional development that is aligned to the Professional Development plan implemented by the ISC. Our professional development strategies include in-class demonstration lessons and modeling of research-based strategies provided by our specialists and professional developers. In Mathematics, the Math Coach is offering professional development in usage of graphing calculators, student-centered pedagogy, problem-solving/math literacy, and workshops for teachers who are teaching Regents prep classes to Cohort 2011 students. This information is brought back to the school and shared with all teachers in the department. In addition, we have teachers who meet in inquiry groups to discuss and/or research specific issues or questions that assist in developing best practices. Sharing of successful lesson plans and student-centered projects is also promoted. Another research-based strategy is intra-visitations, where teachers are encouraged to visit and observe each others' classes so as to learn and benefit from the expertise and experience of others. Our teachers have initiated a "Critical Lens/Critical Friends" system of informal observations and inter-visitations to support one another and to foster an environment that encourages the sharing of best practices and instructional strategies. In addition, for professional development days our teachers develop and present workshops for each other on specific topics of interest or demand related to instructional pedagogy. For new teachers, a regularly scheduled meeting takes place each week (during common planning periods) to share concerns and gain insight from each other regarding how to handle specific issues or problems that might be taking place in their classes. These sessions are led by an experienced teacher who provides insight on what strategies she or he has used when confronted with a similar problem. Bronx Leadership has been a leader in developing the structure and implementation of professional learning walks (for teachers, administrators and parents), which are designed to assess the school's strengths and areas of weakness, consistent with the Principles of Learning.

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

There is a coordinated effort by the Bronx ISC and the NYC Department of Education in posting and disseminating information about job openings and interviews. This process ensures that all teachers and paraprofessionals are working towards meeting state certification requirements. These efforts are reinforced by ongoing training carried out by the Department of Professional Development and the UFT Teacher Centers. Outreach to local colleges, universities and law

schools (for Bronx Leadership's Law Institute program), also takes place, encouraging graduating students to consider the teaching profession and begin working towards their teaching credentials. Fostering and nurturing ties with community organizations (e.g., South Bronx Churches, the Parent-Teacher Association, etc.) and networking by on-staff teacher-lawyers ensures ongoing outreach to qualified and motivated individuals.

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

Workshops are provided to increase parent involvement in the life of the school. Parents are given the opportunity to decide the workshop topics through communication with the Parent Coordinator. Regular contact is provided through weekly newsletters and through monthly PTA mailings. Several parent opportunities include the following:

1. Parent school-trip chaperone volunteers
2. Parent volunteer outreach
3. Parent Contact Committee/School Leadership Team
4. Parent volunteers for clerical assistance in various offices

In addition to the above items, we have the following activities:

1. Basic computer classes
2. ESL classes
3. GED preparation
4. Financial Aid workshops
5. Financial planning workshops
6. Bi-monthly workshops to enhance school leadership and heighten parent awareness and involvement (dates TBD) regarding state standards and evolving Regents exam graduation requirements.

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	✓			\$417,801	✓	
Title I, Part A (ARRA)	Federal	✓			\$347,282	✓	
Title II, Part A	Federal			✓	-		
Title III, Part A	Federal	✓			\$8658	✓	
Title IV	Federal			✓	-		

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

IDEA	Federal			✓			
Tax Levy	Local	✓				✓	

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.) 3
2. Please describe the services you are planning to provide to the STH population. Students are directed to their School Counselor, who then describes the services available to the student (e.g., basic school supplies, assistance with dress code, student Metrocard, etc.). School Counselors will check in with STH students on a regular basis, monitoring their academic and social performance throughout the school year. The Parent Coordinator will also be in regular contact with the parents/guardians of our STH students.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Leadership Academy High School					
District:	9	DBN:	09X525	School	320900011525	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		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	0		84.5	84.8	85.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	207	199	255				
Grade 10	177	166	138				
Grade 11	152	149	128				
Grade 12	125	143	128				
Ungraded	1	1	0				
Total	662	658	649				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.5	92.4	93.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.1	85.2	83.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	171	7

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	5	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	46	58	53	Principal Suspensions	16	3	5
# in Collaborative Team Teaching (CTT) Classes	12	13	23	Superintendent Suspensions	26	8	12
Number all others	45	57	51				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	244	214
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	0	TBD	Number of Teachers	38	40	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	21	20	12
# receiving ESL services only	34	49	TBD				
# ELLs with IEPs	8	21	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	6
--	--	--	--	---	---	---	---

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
	20	15	75	% fully licensed & permanently assigned to this school	100.0	100.0	97.4
				% more than 2 years teaching in this school	69.2	65.9	77.5
				% more than 5 years teaching anywhere	41.0	51.2	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	78.0	82.5
American Indian or Alaska Native	0.5	0.3	0.5	% core classes taught by "highly qualified" teachers	88.1	82.1	94.9
Black or African American	43.2	43.0	43.1				
Hispanic or Latino	54.4	54.1	53.9				
Asian or Native Hawaiian/Other Pacific	1.4	1.1	1.5				
White	0.5	0.6	0.9				
Male	40.9	42.4	43.6				
Female	59.1	57.6	56.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	70
Ethnicity							

American Indian or Alaska Native							-
Black or African American				X	X		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White						-	
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups making				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	65.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	10.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	17.1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	34.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

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

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

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

**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 CEI	District 9	School Number 525	School Name Bronx Leadership Aca
Principal Kenneth Gaskins		Assistant Principal Ivan Yip	
Coach Patricia Cortez		Coach	
Teacher/Subject Area Dana Robertie/ESL		Guidance Counselor Sandra Santiago	
Teacher/Subject Area Rachel McCormick/NLA		Parent Ervin Torres/Burgy Torres	
Teacher/Subject Area		Parent Coordinator Kris Johnson	
Related Service Provider		Other	
Network Leader Ben Waxman		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	675	Total Number of ELLs	64	ELLs as Share of Total Student Population (%)	9.48%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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. List notice indicates which students are ELLs. For non-list students, the HLIS is checked by the ESL Coordinator. For students new to the NYC public schools, an HLIS is administered by the ESL Coordinator and with the bilingual Spanish counselor they conduct an oral interview. For speakers of other languages, upper classmen and/or staff are used for the interview. The HLIS is given in the student's native language when it is available. The LAB R is administered to those students whose HLIS indicates a language other than English and when there is no LAB-R score on file by the certified ESL Coordinator. All ELLs are given the NYSESLAT annually. Intensive preparation is given in the classroom and in after-school tutoring programs. The test is administered by the two ESL teachers and testing modifications for Special Education ELLs are followed.

2. Within the first week of class students new to the school are given a letter by the ESL teachers inviting their parents to an orientation meeting. The letter is provided in the native language where available. The orientation meeting is held in the first month of school. At that time the ESL teachers and the Assistant Principal explain the different language programs and parents view videos in their native language about program choices. For parents who do not attend, follow up letters and telephone calls are made. Copies of the letters are kept on file. For on-going new admits, the pupil personnel secretary accesses the exam history report and gives it to the guidance counselor (bilingual in Spanish) who when appropriate informs the parents of the choices available until a second orientation meeting can be held.

3. Entitlement letters, continuation of entitlement letters and tested out letters are sent to parents within the first month of admission. Parent selection forms are sent home with students if the parent has not made a selection at the orientation or in the admission interview with the counselor.

4. Parental decisions, IEP mandates, and NYSESLAT scores are used to place students in the appropriate program. Where a parent insists that his/her child remain in our school despite the fact that a bilingual program is indicated, the counselor, Assistant Principal and Principal explain the situation to the parent in a formal interview. If the parent still insists that the student remain here in our free-standing ESL program, we accept the parental decision and provide the student with extra support in the form of a buddy student, tutoring, translations, etc.

5. A review of parent choice forms shows that in all cases parents choose ESL at BLA over bilingual education programs at other schools. Where a bilingual program would clearly be the most beneficial for a student, the counselor will discuss the matter with the parent. The Guidance Counselor, Ms. Sandra Santiago, and the Assistant Principal of Instruction are also available to answer questions about the ESL program at BLA and other programs existing for ELLs at other schools. Additional parent orientations are held as needed.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										37	12	8	7	64
Push-In														0
Total	0	0	0	0	0	0	0	0	0	37	12	8	7	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	27
SIFE	5	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	33

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	18		4	13	4	5	33	1	18		64
Total	18	0	4	13	4	5	33	1	18		64

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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										31	10	8	3	52
Chinese										1	1			2
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French										1	1		1	3
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										3			3	6
TOTAL	0	37	12	8	7	64								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction is delivered in a departmentalized model. The students are placed into ESL classes by their proficiency levels. The levels are determined by NYSESLAT proficiency levels and teacher recommendations. Currently, we have two intermediate/beginner classes and one advanced class.

2. Currently all beginners receive 675 minutes of ESL instruction, which includes a double period block that is mixed with Intermediate students and a single period of continued ESL instruction. Intermediate students receive 450 minutes of instruction per week with a double period block of a self-contained ESL class. Those Intermediate students that are upper classmen also have a separate ELA class that provides them with 225 minutes of ELA instruction in a mainstream classroom. Advanced students receive 225 minutes per week of ESL instruction and 225 minutes per week of ELA instruction in a mainstream classroom. ESL tutoring is provided for all ELLs who have difficulties in their content area classes.

3. The content areas are delivered in English by certified teachers who have received training in ESL methodology. Content area teachers collaborate with ESL teachers on a weekly basis at PD meetings as well as informally. ESL teachers reinforce content material through the CALLA method of instruction. Extensive use is made of graphic organizers, KWL charts, outlines, visuals and video, as well as

collaborative group work by the content area teachers.

4. Differentiated Instructional Approaches for ELL subgroups:

a. SIFE Students

For SIFE students, high interest novels are provided as reading materials. They also work on their native language literacy skills in their Native Language Arts class. We offer explicit ESL literacy skills and instruction (sheltered instruction, paired work, homogeneous grouping and visual aids, activating prior knowledge). They also have access to graphic text books that are used for instruction in literature and history. SIFE students are instructed in the same manner as long term ELLs otherwise. See below.

b. 0-3 Years.

Students are paired with bilingual paraprofessionals when possible. They are also provided with leveled work, passages on 1st to 3rd grade reading levels. They work on vocabulary development, translation from native language to English. They work on developing their listening and speaking skills first. ESL teachers coordinate with core teachers and help them develop scaffolded activities: templates for writing, audio books, bilingual dictionaries, testing accommodations and after school tutoring. For ELA classes, books in translation have been provided for students when possible. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries where available. Exams are also administered in their home language when available, and if requested.

c. 4-6 years.

For these students there is more focus on reading and writing. A balanced literacy approach is used. In class time is spent on independent and guided reading. Students work on analysis of literature with close reading assignments, journal writing, scaffolded essays that mimic Regents essays and NYSESLAT writing assignments. We incorporate small group work based on ability level. Academic language and vocabulary in Regents directions are directly taught in preparation for Regents exams. After school tutoring and mock Regents exams are offered to prepare them for exams, and to allow teacher to give the students one-on-one feedback on the deficiencies they need to work on in their writing. During high stakes testing periods, students are tested in separate locations and given extended time.

d. Long Term ELLs

For long term ELLs who are in need of ESL services because of truancy or poor attendance, collaboration with attendance officers and the guidance department to set up interviews with the families to discuss long range plans which may include counseling, credit recovery programs, transfers to alternative settings and to GED programs.

Long term ELLs, who do attend school regularly, receive instruction which targets literacy skills explicitly. Teachers administer diagnostic tests to identify areas needing improvement. Students in collaboration with their teachers set reading and writing goals and develop a process for monitoring progress. Students work on paraphrasing; they use graphic organizers to compartmentalize information for the purpose of determining importance and synthesizing information. They are also required to write paragraphs and essays after focusing on close readings of fiction, non-fiction and current events. The writing process, peer editing, and templates for Regents questions are used. Students are encouraged to read and reread, participate in think alouds, discussions, and group work. The long term ELLs in our school are either placed at the Intermediate level or the Advanced level. Efforts are made to have students reflect on their own language learning process and experience and discover ways to improve. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries. State exams in their home language are offered when available, and if requested.

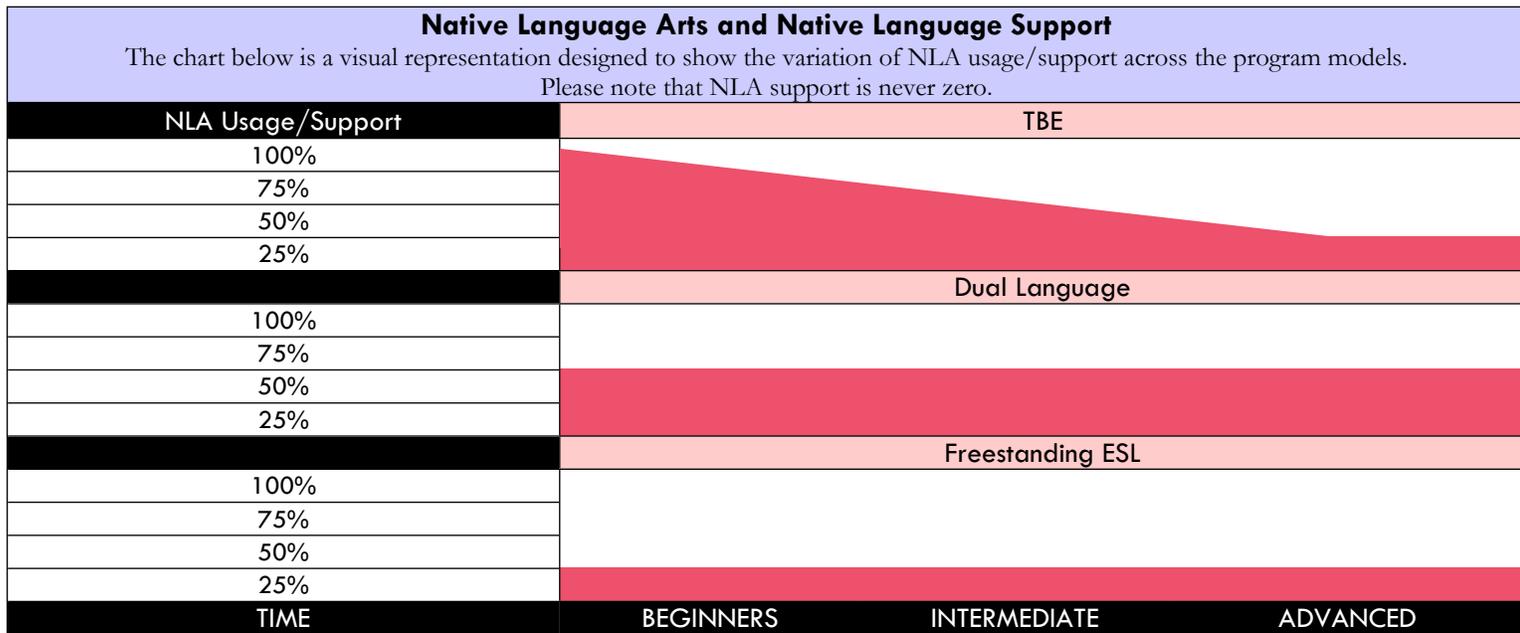
e. ELLs with special needs

IEPs are reviewed and teachers work on meeting the goals set therein. Organizational and behavioral goal setting play a substantial part in their instruction. Collaboration with the Special Education staff is made in order to learn appropriate techniques for coping with the handicapping condition. More scaffolding and direct teaching of vocabulary is used. Instruction incorporates a variety of learning styles. Otherwise, instruction parallels that given to long term ELLs.

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



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 level ELLs receive a lot of modeling, graphic organizers, visuals and formulaic approaches as well as the assistance of bilingual paras when possible. They are buddied with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries are made available. Supplementary materials in their native language are used when available. Intermediate and Advanced level students are encouraged to use English dictionaries. They are given vocabulary development exercises. ELLs with special needs receive reinforcement in their self-contained classes where they are given opportunity and assistance in doing homework, in reading and in writing. Uniform assessments and mock Regents exams are used to specifically target weak areas. Instruction is then focused on improving these areas in small group settings. After school tutoring, Regents coaching programs and Saturday programs are offered. Partners such as Gear Up and Theatre Development Fund provide enrichment activities such as books, theater plays, community service activities, and college trips.

6. Transitional ELLs are monitored closely. Their teachers are made aware of their status and if academic difficulties arise, they consult with the ESL teachers who provide instructional support and in many cases, do direct tutoring.

7. We are considering putting ELLs in targeted homerooms so that no student falls through the cracks. ESL personnel will receive more training in preparing ELLs for all Regents exams.

8. Nothing will be discontinued.

9. ELLs are not segregated in our school. Notifications of special programs and activities are sent home in English and the students' native language. ELLs are present in all instructional after school programs as well as all extra-curricular and enrichment activities.

10. In ESL classes, students are taught using The Source materials, Voices of Literature, and Shining Star texts for beginning level students. NYSESLAT preparation materials are also used. Students are also exposed to various forms of technology (i.e. SmartBoard and ELMO) and taught basic computer literacy skills such as Microsoft Word and PowerPoint. Dictionaries and glossaries (when available) are used in the content area classes.

11. We provide a native language class in which students are taught translation tips, the use of cognates, and reading and writing strategies.

12. All required services and resources are in alignment with students' ages and grade levels.

13. Newly enrolled ELLs are mandated to attend our summer orientation program. Bilingual support staff is made available and teachers monitor students to identify strengths and weaknesses so that students are appropriately placed in September.

14. Spanish Native Language Arts is offered.

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. Workshops in ESL methodology are offered on our professional development days. Teachers receive training by the ESL teachers during some weekly departmental meetings. The ESL teachers also receive support in instruction and compliance issues from the network specialist. Staff is notified of off-site workshops and seminars offered by education schools, BOCES and Children First Networks. Our Project Inquiry team has targeted ELLs for investigation and has identified and shared information with the whole staff at faculty meetings. The information is used to inform instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of Project Inquiry is to assist a greater number of ELL students to accumulate credits, to develop academic language proficiency and to transition out of ESL program.

2. N/A

3. Jose P. training given to teachers includes a basic overview of basic ESL key terms and programs. Teachers are then provided with student profiles that are characteristic of the problems and strategies that should be used for students at every ability level. Teachers also have the ability to bring in their own lesson plans and teaching materials and work one-on-one with an ESL teacher to add modifications and differentiate their materials for the ESL population.

E. Parental Involvement

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

1. There is a vibrant School Leadership Team as well as a parents' organization. Translation services, materials in Spanish and orientation sessions are offered to parents at all meetings.

2. We partner with South Bronx Churches which offers workshops on community organization, encouraging parental involvement. We work with the Bronx Borough President's Office Initiatives Programs on parental rights and responsibilities. Our Gear-up programs offer parental workshops in college preparation, securing financial aid, and assisting with student laptops.

3. Needs of the parents are evaluated by maintaining on-going communication, counselor outreach, examination of parental learning surveys and communication at information sessions.

4. We address the needs on a one to one basis and in such small group settings where information is disseminated and there is an opportunity for Q and A.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1			5
Intermediate(I)										17	9	6	4	36
Advanced (A)										16	2	2	3	23
Total	0	0	0	0	0	0	0	0	0	37	12	8	7	64

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	1		
	I										4	4	1	2
	A										8	4	3	4
	P										23	3	4	1
READING/ WRITING	B										4	1		
	I										21	8	5	3
	A										12	3	8	7
	P													

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		1	
Math <u>INT ALG</u>	10		4	
Math <u>GEO</u>	2		0	
Biology				
Chemistry				
Earth Science				
Living Environment	11		4	
Physics	1		0	
Global History and Geography	7		3	
US History and Government	2		1	
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. N/A

2. In grades 9 through twelve, the lowest scores were generally in reading. In reading the students struggled with vocabulary, identification of the main idea and making inferences. They also brought little prior knowledge of the topics tested. Many students improved on their organizational skills in order to write structured essays for the exams. Speaking and Listening continue to be strengths since we have very few recent immigrants. The school as a whole emphasizes oral presentations, participation in role plays and debates.

3. The implications for the school's LAP and instructional policy are:

-Continue to reinforce speaking, listening, reading and writing skills in order to promote success in the ESL program, but more importantly to focus on reading and equip students with the necessary tools they need to thrive across the disciplines.

-Continue to put emphasis on utilizing graph interpretation to promote visual understanding and critical thinking. Students have been instructed to analyze graphs and translate their visual understanding in written form- a skill needed greatly in the science, math and social studies disciplines. The ESL program will continue to work towards this goal.

-Provide opportunities for students to expand their cultural world through attendance at plays, lectures and concerts, and field trips.

-Increase emphasis on the use of graphic organizers and Venn diagrams for pre-writing as well as utilizing established rubrics geared towards challenging students to transpose information from pre-writing grids into the writing tasks (journal, essay, short paragraph form) that

4.

a. As mentioned above, social studies and English regents are the most challenging to all students and especially to ELLs because of the essay requirement and the extensive vocabulary, which is not present in science and math.

b. Results of the periodic assessments have been mentioned above. They are shared through the Project Inquiry Team with the staff and instruction targets the areas needing improvement. The school has recently begun creating a study skills toolkit that will include graphic organizers, essay outlines, and note-taking strategies that will target ESL students specifically.

c. The school is learning that students are performing poorly due to difficulty in comprehending organizational patterns of the text, connecting events to themes and understanding the extensive vocabulary. Their ability to process and synthesize information in written form impedes their academic success. The greatest problem is writing essays. Recalling details of the content and the pace of instruction moving too quickly for ELLs are yet other challenges. In addition, the students are weak in their comprehension of the overarching themes and the big ideas. Students generally prefer to take exams in English as the instruction is in English so concepts and vocabulary are more familiar than in their native language. Also many students do not have a strong academic background in their native language.

5. N/A

6. The success of our program is mixed. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		