



BRONX LEADERSHIP ACADEMY II HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 07X527
ADDRESS: 730 CONCOURSE VILLAGE WEST, BRONX, NY 10451
TELEPHONE: 718 292-7171
FAX: 718 292-2355

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 527 **SCHOOL NAME:** Bronx Leadership Academy II H.S.

SCHOOL ADDRESS: 730 Concourse Village West, Bronx NY 10451

SCHOOL TELEPHONE: (718) 292-7171 **FAX:** (718) 292-2355

SCHOOL CONTACT PERSON: Katherine Callaghan **EMAIL ADDRESS:** Kcallaghan@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tara W. Horton

PRINCIPAL: Katherine Callaghan

UFT CHAPTER LEADER: Siobhan Walsh

PARENTS' ASSOCIATION PRESIDENT: Theresa Ricks-Meyers

STUDENT REPRESENTATIVE: Menorka Rodriguez
(Required for high schools) Kassandra Tirado

DISTRICT AND NETWORK INFORMATION

DISTRICT: SEVEN **CHILDREN FIRST NETWORK (CFN):** 562

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Geri Taylor-Brown

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
Katherine Callaghan	*Principal or Designee	
Siobhan Walsh	*UFT Chapter Chairperson or Designee	
Theresa Ricks-Meyers	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michelle McLaggon	DC 37 Representative, if applicable	
Kassandra Tirado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Menorka Rodriquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Angel Bookal	Member/AP/ Treasurer	
Tara Horton	SLT Chairperson/Staff	
James Noboa	Member /COSA	
Dana Hamilton	Member/Teacher	
Tyrone Jones	Member/Guidance Counselor	
Betty Robinson	Observer/Parent Coordinator	
Suzanne Shoulders	Member/Parent	
Kameshia Graham	Member/Parent	

Albert S. Hawkins	Member/Parent	
Rosemarie Bourne	Member/Parent	
Javier Rivera	Member/Parent	
Ego Ozim	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 II, much like its sister school, Bronx Leadership Academy, was created in 2002 by a team of teachers, parents, students and community organizations who wanted to provide the youth of the South Bronx with an innovative, college-preparatory program. The success of Bronx Leadership Academy provided the inspiration to open another school, founded on similar principals of community leadership and academy achievement; this new school, however, would offer a focus in the sciences, rather than law (BLA's focus). BLA II would train young people to be leaders through the sciences -- to be stewards for the environment, activists for environmental justice and leaders in a field that is often underrepresented by people of color.

Now completing our 9th year, we are already well on our way to meeting those initial goals. Our ninth, tenth, eleventh and twelfth-graders, who come to school dressed professionally in black skirts/pants and white button-down shirts (the boys also wear ties), follow a rigorous academic course load, with two science courses per year. They learn research skills through inquiry based, science projects that are exhibited at the annual science Fair. Science curricula include examination of the current critical environmental issues, particularly the role of humanity in creating problems and the potential for humanity to solve them. Students investigate all disciplines using the tools of scientific inquiry; teachers in all subject areas make connections between their subjects and the world of science, and many teachers collaborate on inter-disciplinary projects.

School-day academic work is supplemented by an outdoor education program (through Christadora) and a partnership with the Bronx Zoo and a local community garden. In addition to becoming amateur scientists through intensive science and math coursework, BLA II students explore literature, humanities, history, foreign language and electives/clubs ranging from needlework to creative writing to chess to drama to leadership. We provide additional support to our students through a weekly advisory program (in which students participate in community meetings, discuss their concerns, air grievances and learn how to become a community); individual meetings with teachers, guidance counselors and advisors; tutoring and Regents' prep courses.

As mentioned above, Bronx Leadership Academy II was created by a team of teachers, parents, students and community organizations who wanted to provide the youth of the South Bronx with an innovative, college-preparatory program. Many of the founding members were staff at Bronx Leadership Academy; and our community partner in creating and sustaining the school is South Bronx Churches, a group devoted to training leaders within the neighborhood who voice the concerns of the community. We've also been supported by New Visions in the creation of our school, the establishment of many of our programs and the ability to hire part-time support staff (including mentors for our administration).

Some of our other community partners, as described above, include the Big Brother Big Sister Mentoring Program with McGraw Hill and Bloomberg Media, Manice Education Program, Woodycrest Center for Human Development, Gear Up and Build On.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Bronx Leadership Academy II High School			
District:	7	DBN #:	527	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	DNA	DNA	DNA		83.4	84.3	84.0		
Kindergarten	DNA	DNA	DNA						
Grade 1	DNA	DNA	DNA	Student Stability: % of Enrollment					
Grade 2	DNA	DNA	DNA	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	DNA	DNA	DNA		93.7	TBD	TBD		
Grade 4	DNA	DNA	DNA						
Grade 5	DNA	DNA	DNA	Poverty Rate: % of Enrollment					
Grade 6	DNA	DNA	DNA	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	DNA	DNA	DNA		58.3	68.2	68.2		
Grade 8	DNA	DNA	DNA						
Grade 9	133	138	190	Students in Temporary Housing: Total Number					
Grade 10	140	134	142	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	81	110	76		1	11	13		
Grade 12	83	71	77						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					11	11	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	1	1	Principal Suspensions	68	82	47		
No. in Collaborative Team Teaching (CTT) Classes	62	85	82	Superintendent Suspensions	7	4	7		
Number all others	3	3	0						
<i>These students are included in the enrollment information above.</i>									

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	√
Ethnicity						
American Indian or Alaska Native						
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject	0	0	0	4	4	1

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	N/A
Overall Score	TBD	Quality Statement Scores:	N/A
Category Scores:	TBD	Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Student Performance:

Bronx Leadership Academy II made a significant amount of progress this year, especially on our Global Regents and in Credit Accumulation with our lowest third students. Students are attending the following colleges: Fordham University, Baruch, Hunter, Hartwick, and University of Vermont just to name a few. Our moot court came in the top twelve teams in the city, we had a student visit Mali and another visit Nicaragua with Building with Books, and 6 new students were inducted in the National Honor Society. The number of suspensions went down as we focused on school culture.

We increased the progress our students made on every Regents exam (from their 8th grade test scores). At the same time, our data shows that we need to focus on our Math Regents and general literacy of academic vocabulary with our lowest third, and finally our Credit Accumulation in the 10th and 11th grades. We are continuing to work on differentiation for all students. Our Department teams are focusing on Regents pass rates with Interim Assessments and using the inquiry model to focus their work and strategies. To focus on the credit accumulation, our Grade Level Teams are setting individual attendance and course pass rate goals and monitoring the effectiveness of their strategies. To support each of these goals we have an inquiry team focusing on Non-fiction reading and writing strategies in our 10th grade year. Based on our school wide grading policy, within their class grade, students lowest performance is homework and generally struggled with assessment, although the assessment averages went up over the year.

Our data shows need to improve student achievement of SWD's (Students with disabilities) because of the high percentage of that subgroup in our school and by a comparison of the data with that of the All Students subgroup. Our Special Education Dept is working to develop PD for other teachers to modify assignments for teachers who have mainstreamed students and to develop a culture of differentiation and focusing on a goal of progress.

Greatest accomplishments:

Bronx Leadership Academy II prides itself in its distributive leadership and shared decision-making approach. BLA II is a School Based Option school. This means that the school community plays a crucial role in all decisions made for the school. Committees of teachers, students and parents meet to determine scheduling, hiring, and new policies. BLA II has a variety of forums in which decisions are discussed and made: Personnel Committee, School Culture Committee, Parents Association, Student Council, School Leadership Team, Grade Level Teams, Leadership Circle, Department meetings, and Faculty meetings.

With a focus on collaboration, credit accumulation, and attendance, Grade Level Teams are currently in their 4th year and continue to examine attendance data, scholarship reports, regularly ask questions regarding the progress of individual students and monitor progress. Some teams invite students in to discuss what instructional strategies are working and not working for them. A tremendous amount of work was accomplished in these teams including new teacher induction, best practice sharing, school policy buy-in, as well as raising our lowest-third credit accumulation. Teams created their own year-end goals and benchmarks towards meeting those goals.

Each team looked at ARIS, Skedula, class assessments, and scholarship data to determine where students were at, and then the data was shared among team to determine teaching strategies and points of entry. The 11th Grade Team used data around attendance to create attendance incentive programs. 12th Grade Team created incentives and an “Angel” program to motivate students who were close to graduation, but not quite there. The 10th Grade Team created a clear classroom routine and detention policy with students, as well as implementing several non-fiction reading strategies. Lastly, the 9th Grade team developed a shared organizational system for students, detention, and shared literacy strategies.

The school culture committee created a positive behavior intervention system of HEART (Helpfulness, Effort, Attire, Respect, and Timeliness) cards that students receive and can use to earn a variety of rewards, as well as discuss discipline issues, plan events, and otherwise work with students on improving their school.

Overall we began the move to a Design Your Own Interim Assessment system in our departments. We believe that if our teachers are clear about what the intended learning goal for a class is, they will be able to communicate this with students, and then students will know what the criteria are for passing a class. We spent a Professional Development day focusing on aligning learning outcomes for every class with state standards. Departments will be meeting twice weekly in the coming year to refine these outcomes, determine what acceptable evidence of proficiency is, create and grade assessments using these outcomes, and plan units and lessons incorporating the outcomes, and determine strategies via inquiry teams that will help maximize our students learning.

Significant aids/barriers to improvement:

Our most significant aid to improvement is our commitment to distributive leadership and continuation of Grade Level Teams and more regular meeting of the department meetings. Our staff is part of making many decisions, and therefore as a staff we can react quickly to new ideas and to create new solutions to problems that we encounter throughout the year. Therefore, the school community demonstrates a willingness to change based on information derived from data, and to learn from past struggles.

While we made tremendous progress this year, there were still several challenges. Because 50% (18 of 36) of our faculty had less than 3 years of experience one of our challenges was supporting them in the classroom, as well as beginning to work with them on how to use data to drive instruction. Therefore a significant area of improvement for next year is continuing to our Professional Development for the staff. In

particular, next year we are focusing on using outcomes in the classroom, as well as a focus on new, staff developed rubric. Each teacher will pick 1 of 6 standards, assess themselves on a rubric, and use the rubric to set goals for themselves. In addition each teacher will focus on their Course Pass Rate, Attendance, Referrals, and IA pass rate. Teachers will keep progress logs of each of their attempts to improve their instruction and make progress toward their goals.

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.

By June 28, 2011, our mission is to:

1. Improve attendance to 85%
2. Improve credit accumulation to 80% of students with more than 10 credits
3. Improve our Math Regents pass rate to 50%.
4. Professional Development: 80% of teachers will move up the instructional rubric on at least one standard at least one level.
5. Increase number of students receiving about a 75 on the ELA Regents to 40%

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve credit accumulation to 80% of students with more than 10 credits</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>Grade Level Teams will set and monitor goals around individual and team course pass rates every 6 weeks. Teams will analyze data and set new goals, targeting specific students to reach their goals. We will use an online grade book that will track attendance in various classes to analyze this data as well as be able to pin point why students are failing classes. Teams will focus on a variety of strategies around engagement, literacy, and differentiation to support their efforts to raise their course pass rates. IEP teachers at each grade level will share strategies for modification and accommodations for specific students with teachers on their teams who teach the same students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Team Leader training, and PD to bring goal setting and monitoring, and strategy use back to their teams. Training for staff on our new online grading system.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Marking period data for each grade level team.</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve our Math Regents pass rate to 50%.</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>Hire a Math Coach to coach teachers, lead meetings, and help refine curriculum. Math Department meetings will happen twice a week, and will be focused once a week on curriculum alignment and assessments and once a week on the inquiry process. Create and refine a common curriculum and common assessments for each math course that is taught, including differentiation and critical thinking problems.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Hire a Math Coach. Use an F-status math person to train our supervisors on how to give specific math feedback. Per-session to pay teachers and others to create a more rigorous and defined curriculum. Money for PD based on the findings of the math inquiry team</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Math interim assessments and course pass rates each marking period.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Professional Development: 80% of teachers will move up the instructional rubric on at least one standard at least one level.</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>Teachers will self-assess on the rubric at the beginning of the year with an administrator after a lesson observation. They will then pick at least two areas which need to be improved upon. These will then be the emphasis of observations and professional development and support for the teacher.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Professional Development as needed for teachers. Training for Administrators on how to use our teaching rubric, and on giving specific and helpful feedback to teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher effectiveness tracking spreadsheet based on classroom rubric.</p>

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	Raise the percentage of students scoring above a 75 on ELA to 40%
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	Use our college and career seminar classes to explain to students the necessity of being college ready, and that a 75 is indeed the benchmark on the ELA Regents. Work with teachers to create an atmosphere of higher expectations than simply passing. Use periodic assessments and differentiation based on the writing rubric to help students to set their own writing goals to get to a 75 or higher on the Regents exam.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.	Professional Development for the ELA team to track student progress and create engaging skills-based lessons based which will begin to be based on the new Common Core Standards. Per Session for the ELA team to work together to create student goal tracking systems. Professional development for the team to use these systems to analyze data and create differentiated lessons. Training for College and Career seminar teachers to include higher standards in their lessons.
Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	Periodic Assessments in English pass rates.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	0	0	0	0	23	23	23	23
10	0	59	6	4	36	36	36	36
11	2	42	12	19	6	6	6	6
12	23	45	52	32	12	12	12	12

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students are asked and encouraged to attend tutoring before, during and after the school day. An English independent study course is assigned to and for students who failed to attain ELA credits during past semesters. Students are asked and encouraged to attend a Credit Completion course during the summer. Students receive extended time in classes (55 minutes) to further develop skills and master content. Literacy prep courses and Humanities courses are offered during the school day to assist students in mastering skills and passing the ELA Regents exam.</p>
<p>Mathematics:</p>	<p>Students are asked and encouraged to attend tutoring before, during and after the school day. An Integrate Algebra independent study course is assigned to and for students who failed to attain Integrated Algebra credits during past semesters. A Geometry prep course takes place during the senior lunch period to assist seniors who have previously failed the Geometry Regents exam. An RCT Math course has been opened during the school day to assist IEP students who are slated to take the RCT Math exam in January and June. Students are asked and encouraged to attend a Credit Completion course during the summer. Students are encouraged to become members of the Math club. Students receive extended time in classes (55 minutes) to further develop skills and master content. The Honor Society offers peer tutoring for all students.</p>
<p>Science:</p>	<p>Students are asked and encouraged to attend tutoring before, during and after the school day to assist with Earth Science, Living Environment and Chemistry content. A General Science independent study course is assigned to and for students who failed to attain Science credits during past semesters. Students are asked and encouraged to attend a Credit Completion course during the summer. Students receive extended time in classes (55 minutes) to further develop skills and master content. A Living Environment Remix Prep courses is offered to all students who have previously failed the Living Environment Regents exam. The Honor Society offers peer tutoring for all students.</p>
<p>Social Studies:</p>	<p>Students are asked and encouraged to attend tutoring before during and after the school day. Global History and US History independent study courses are available for all students who have struggled with History courses in previous years. Students are asked and encouraged to attend a Credit Completion course during the summer. A regent based/preparation course was created for students who are struggling to attain their History regent credit(s). Students receive extended time in classes (55 minutes) to further develop skills and master content. A Humanities course was designed and is offered offered during the school day to assist students in mastering skills and passing the History Regents exams. The Honor Society offers peer tutoring for all students.</p>

At-risk Services Provided by the Guidance Counselor:	One on one counseling and group counseling.
At-risk Services Provided by the School Psychologist:	One on one counseling and group counseling.
At-risk Services Provided by the Social Worker:	One on one counseling and group counseling.
At-risk Health-related Services:	Our Woodycrest Human Developers work fulltime with our Dean's Department. They see to it that any student who is in need of personal counseling or mediation receives it in a timely manner. During after-school hours, they work with the students on anger management, stress management, conflict resolution, work/job preparation skills and peer mediation training.

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.

Description of Bronx Leadership Academy II

Bronx Leadership Academy II, like its sister school, Bronx Leadership Academy, was created by a team of teachers, parents, students and community organizations who wanted to provide the youth of the South Bronx with an innovative, college-preparatory program. The success of BLA I provided the inspiration to open another school, founded on similar principles of community leadership and academic achievement; this new school, however, chose as its focus the sciences, rather than law (BLA I’s focus). BLA II’s mission has evolved and now focuses on inquiry, collaboration, and community to train young people to be critical thinkers and leaders so to succeed in college and beyond.

Now starting our ninth year with a highly skilled and motivated staff, we are continuing to develop innovative ways to meet our goals. Our ninth through twelfth graders, who come to school dressed professionally in black skirts/pants and white button-down shirts (boys also wear ties), follow a rigorous academic course load including a four years of laboratory science. Each science course offers students additional training in scientific inquiry and allows them to study scientific topics more deeply. Science curricula include examination of the current critical environmental issues, both worldwide and in the local community, and students explore the role of humanity in creating problems, as well as the potential for humanity to solve those problems. Students use inquiry in all disciplines and many teachers collaborate on inter-disciplinary projects.

School day academic work is supplemented by an outdoor education program for all ninth graders (with Christadora, a nonprofit organization), as well as partnerships with College Now, SOBRO, Build On and Gear Up. In addition to becoming amateur scientists through intensive science and math coursework, BLA II students explore literature, humanities, history and foreign language. Students with special needs are in inclusion classes taught collaboratively by a team with one Academic Support Teacher (licensed in Special Education) and a content area teacher. Some students with special needs have an additional number of periods each week to work on homework and skills with an Academic Support Teacher.

BLA II students pursue future interests in our twice-a-week Roads to Success, Career and College Seminar program. In addition we have clubs that meet after school such as Build On (a community service club), Math Club, Mock Trial/Law Club, Student Council, Yoga, Creative Writing, Step-Dance, Environment Club and Stress Management. Students receive additional holistic support through their Grade Level Teams. Students also meet individually with teachers, and guidance counselors. There are daily tutoring sessions for each subject area as well as Regents’ prep courses.

Demographics

These exciting programs service students in the 16th Congressional District, one of America's poorest communities. In this district, 99% of children live in a high-poverty neighborhood, 52% live below the poverty line, 50% live in single-parent households; 22% have difficulty speaking English; 20% will become high school drop-outs and 20% are not attending school regularly or working.

We defy these frightening statistics everyday; our programs are made possible by a dedicated team of teachers, supervisors, staff and many involved parents. Our diverse staff, including graduates of Teachers College, Harvard School of Education, Brown School of Education and Peace Corps and NYC Teaching Fellows, has worked all over the globe; each staff member has also shown leadership in his/her field. Staff work together to plan curricula, lessons and school-wide programs, as well as, to collaborate on specific projects. They also meet regularly to discuss individual students' progress. This incredible corps is molding, shaping and improving our program, clarifying our mission and honing the tools we use to reach our students.

Our ELL and SIFE Learners

Currently, we have sixty-eight ESL students who range in skills levels with approximately forty percent at the intermediate level. Sixty-four students speak Spanish as a first language. In addition, we have 1 French speaking student, 1 speaking Portuguese, 1 Fulani speaking student and 1 other that speaks Akan.

Based on the results of the Spring 2010 NYESLAT Exam, most students struggled with the writing section. Most students scored highest on the speaking section. Overall, however, the ESL students at Bronx Leadership Academy II scored higher on the Listening and Speaking sections combined, than the Reading and Writing section. The reading and writing scores were fairly even, but significantly lower than the speaking. With this in mind, BLA II has made a special effort through discussions at grade level meetings to incorporate more consistent reading, writing and listening skills across content areas. The goal is to increase writing projects across grade disciplines and to uniformly address particular writing skills and listening to meet the needs of all ELL proficiency levels.

BLA II believes strongly in using the Freestanding ESL push in model program, and we work to build strong heterogeneous communities of learners in all classes. Teachers in all content areas use ESL strategies to scaffold information for students at the various proficiency levels. The parents of our ESL and SIFE students support this belief and prefer to have their children in the Freestanding ESL push in program. In addition 10th and 11th grade students who are beginner or intermediate have an ESL class that is focused on their practice of reading, writing and listening skills. The program scaffolds writing activities through focusing on the basic literacy skills students need for success on schoolwork and regents exams. In addition, after-school tutoring provides additional support in a small learning environment for a variety of language proficiency skills. This smaller environment affords the opportunity for more individualized attention.

Principle One: A Coherent Language Allocation Policy

Bronx Leadership Academy II HS has a coherent LAP. This was developed based on the analysis of the needs of our students. We currently have meetings with ESL parents, Academic Support teachers, and guidance counselors orientating parents about the development of our LAP policy.

Principle Two: Academic Rigor

Through the ESL push in model we ensure that all students at BLA II participate in an instructional program that regularly ensures continuity of rigorous instruction. All students participate in instructional programs that are aligned with the mandated ESL, ELA and content learning standards and the core curriculum. Through the push in model, teachers use ESL strategies and methodologies to address the needs of students at the various proficiency levels. Students at BLA II use textbooks, libraries and instructional material that are aligned with the school's core curriculum. Students participate in small groups, task-orientated situations that guide the production of language both in verbal and written form. Students demonstrate learning through measurable product development such as presentations, multi-media projects, reports, demonstrations and portfolios.

Principle Four: Explicit ESL, SIFE and ELA Instruction

Teachers in all disciplines, model the use of language in ways in which we expect all students to participate. Through the Freestanding ESL push-in program, language functions and structures are taught within the context of the lessons. Many teachers scaffold academic language to support students' participation in content areas through the use of vocabulary logs, word walls, semantic webs, other assorted graphic organizers and subject area glossaries. The self-contained ESL and SIFE classes offer intensive support for students who exhibit the greatest struggles. BLA II has always advocated for the use of a wide range of visual and digital resources designed to increase English language proficiency. We have various books on tape, software programs and computers for student use. Teachers incorporate a range of multi-media to promote engagement and understanding of 21st century technology.

Principle Six: Content Area Instruction

BLA II has a strong belief in the ESL push in model, and we work to build strong heterogeneous communities of learners in all classes. Content area instruction is aligned with the NYC and NYS standards in all core subject areas. In all of the classes at BLA II instruction is designed to mediate the learning of various proficiency level. Lessons are designed to meet standards and there is differentiation as well as academic support for student needs. We are aware of the minutes required under CR Part 154 for our ELL learners. We are working hard to meet these requirements. In our current program we are able to provide approximately 300 minutes per week of ELA instruction through our ESL push in program. Students programmed for the self contained Literacy class meet for approximately 120 additional minutes per week. Through this model and the supplemented self-contained model BLA II has made every attempt using the resources available to us to ensure that students are meeting the required minutes mandated based on their proficiency levels.

Principle Seven: Assessment in Two Languages

ELL students are provided with testing accommodations that include:

- English and Native language versions of formal and informal assessments.
- Bilingual dictionaries

Principle Eight: High Quality Teachers of ELL's and SIFE Students

BLA II currently has three fully certified ELA teachers working with the ELL students. In addition BLAII has two certified ESL teachers who push in to classes. These teachers work together daily and during department meetings to appropriately plan and share resources to benefit all of our ESL and SIFE students. As part of a differentiated instruction theme, last spring we did conducted 2 professional development workshops focused on strategies to meet the needs of an ELL student. It is also our goal to increase the level of academic rigor focusing on interventions for our ELL and SIFE students and more Professional Development for our teachers.

Through our ESL push-in program, supplemental ESL and SIFE self-contained program and various one on one interventions with our ESL teacher, we feel that we are maximizing our current resources to serve the needs of our ELL and SIFE students. Our goal continues to be to provide even more support for our ELL and SIFE students. We know that, by having students learn with the general language population during the day, we are helping them assimilate. Our goal is to find more ways for our ELL learners and SIFE students to celebrate their unique heritages and share them with the school community. We are eager to find new ways to provide the rest of our student body with the opportunity to celebrate other cultures by learning from the experiences of their peers. We want to take advantage of this opportunity to help all our students, to learn how to celebrate their own unique histories, to learn that their stories are as important as the stories they read about in class – their own paths can be as interesting as the paths of any character in literature, any historical figure, any scientist.

As always, we strive to ensure that all of our teachers become more comfortable with the best practices for reaching ELL learners and SIFE students. While we have twenty-eight students who are officially entitled to ELL services, we have at least five times that number of students whose overall language skills – reading and writing and even speaking – are below grade level. All of our teachers want to create vibrant heterogeneous learning communities but are sometimes unsure of how to best reach those students. We continue to provide support around collaborative team-teaching/push-in models and differentiation for the entire faculty. However, with such a large number of young teachers on our faculty this year, this need is even more critical.

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) 9-12 Number of Students to be Served: 68 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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.

We will be running lunch time and after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will work at their own level with Rosetta Stone software. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-12. Allowing students to work at their own level and pace on computers while our

ESL teacher and a content teacher conference, tutor, and help with content area work will be the best use of our limited ESL certified personnel. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

The ESL teacher will work for 28 hours during lunch to provide additional support to approximately 15 Students 1 day/week: 28 hours. This is above and beyond the mandated minutes that the students are required under CR Part 154.

After School:

Tutoring 3 days/week 2 hours/day=6 hours/week for 32 weeks = 192 hours of after school tutoring with Rosetta stone and help with homework with a certified ESL teacher and content teacher, Team teaching approximately 15 students. A science, or history teacher will team teach with the ESL certified teacher, depending on the need the students.

Section III. Title III Budget

School: 7x527 BEDS Code: 320700011527

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

Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

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

According to ATS Report RHLA, the Home Language Report, there are 213 families in which a language other than English is spoken. Of the 213, 193 of them are Spanish-speaking. The other families have been contacted to ensure proper communication could be made available. In nearly all cases, those families preferred communication be provided in English.

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

Thirty-nine percent of our homes are in need of translation services for written and oral communication. These findings have been communicated with school personnel, as well as, with parents and community partners.

Part B: Strategies and Activities

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

Written communication is provided in both English and Spanish by school personnel.

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

We have staff and parent volunteers available at all of our events for translation purposes.

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

Through the use of the ATS reports which identify the home languages of each child, the school will provide oral and written communication which aligns with the home language indicated. The school will continue to provide translation services for oral and written communication through our school personnel. We will also utilize the Department of Education's materials that are already printed in numerous languages.

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:	427,420	-0 -	427,420
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,274.20		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,371	*	
4. Enter the anticipated 10% set-aside for Professional Development:	42,742	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 91%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We split funded an AP Supervision position, as this individual provides ongoing professional development to bolster our teachers and assist them in improving the quality of teaching.

* 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.

PARENTAL INVOLVEMENT POLICY

Parents and families of students in **Bronx Leadership Academy II High School (BLA II)**, will be provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at **BLA II** we will:

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > holding orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conducting outreach activities and training parents;

- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs;

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.

SCHOOL – PARENT COMPACT

Bronx Leadership Academy II High School

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about all programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> - parent-teacher conferences at least twice annually - frequent reports to parents on their children’s progress - reasonable access to staff - opportunities to volunteer and participate in their child’s class - observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes and workshops.</p>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To work with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.</p> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child’s/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p> <p>To increase parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:</p> <ul style="list-style-type: none"> - attending PA Meetings - their involvement in parental workshops - participating in any school events - serving as a PA or SLT member - attending Community Based Organization meetings

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal/Advisor

Signature of Parent/Guardian

Type/Print Name

Type/Print Name

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. **Please see page 13: Needs Assessment**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - 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.

BLA II is located in the 16th Congressional District – one of the poorest districts in the U.S. According to the census (as reported on the KIDS COUNT census data site sponsored by the Annie E. Casey Foundation) 99% of the children living in this district live in a high poverty neighborhood where 52% of the children live below the poverty level, 50% live in single parent households, 22% have difficulty speaking English, 20% of the youth are high school drop outs, and 20% of the youth aged 16-19 are not in school or working.

BLA II is facing low academic achievement of many of the students as measured by the 8th Grade City Standardized assessments. According to city-wide data of the ninth grade class, approximately 79% of the students are performing below the state standard Level 3 in English Language Arts and approximately 63% in Mathematics. In response to the need to support the developing skills of our students, BLA II offers various opportunities for students to receive extra support. Some of the programs include additional classes that prepare students for state exams, tutoring in all subject areas, PM School, AM School, a credit completion program, peer tutoring, and intervention strategies built into the classroom curriculum.

In our efforts to strengthen the basic skills in both ELA and Math of a large number of our students, BLA II has put into effect certain programs. Small group tutoring in all subjects is offered before, during and after school. Students who are struggling to complete course work are asked

and encouraged to attend our Course Recovery Program during Regents weeks and summer. Block scheduling of 55 minutes classes is designed to allow more classroom time for deeper understanding and properly paced inquiry. During lunch periods, students in need of academic intervention services are pulled and serviced by staff members of our school.

Students that are working above grade level are challenged in Honors courses that offer a more rigorous curriculum that pushes students at the higher level. Honors courses are offered in many subject areas and provide additional enrichment opportunities for our advanced learners.

The school is structured with mostly heterogeneously grouped classes with an average of 27 students in each. The course offerings include the 4 core Regents subjects, physical education, AP English and US History, foreign language, American Sign Language, health, art and music. In addition, we offer a Career and College Seminar class to all students. This course provides time and structure for students to explore career and college options in meaningful ways. As part of the school's mission, each discipline uses elements of the inquiry process for raising questions, formulating hypotheses, conducting observations and research, collecting data, drawing inferences, and making conclusions. Technology is infused into all curricular areas, wherever applicable, via the use of in-classroom computer stations, mobile laptop labs, and Smart Boards.

Our special education students and ELL's benefit from the inclusion (CTT) model, the small class sizes, before and after school tutoring, PM school, and one-on-one conferences. Additionally, there are SETTS classes for IEP students and a licensed ESL teacher on staff to support ELL students.

Ongoing professional development in the areas of inquiry, differentiation, literacy, "at risk" students, Math, curriculum design and lesson planning are offered throughout the year. Collaborative teams of teachers working meet twice a week in Grade Level Team to discuss student performance, interventions, teaching strategies and skills. Teachers also meet weekly in Departments to review assessment data and discuss outcomes based instructional practices. Faculty meetings are held once a month and are instrumental in reflecting and exploring school wide practices -- both pedagogical and non-pedagogical.

1. Instruction by highly qualified staff.

All staff members are either highly qualified or diligently working towards that status.

2. 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.

There is an extensive PD program for the entire school community. All teachers receive PD through participation in Grade Level Teams, Departments and their ongoing Professional Progress Logs. All staff members set SMART goals at the start of the year aligned to the school wide goals. These goals are monitored throughout the year and adjusted as necessary.

The Assistant Principals and Principal receive on-going mentoring from New Visions coaches as well as from the Leadership Academy and the Executive Leadership Institute.

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

Our collaborative atmosphere and supportive environment make the school an attractive choice for highly qualified teachers. We partner with New Visions Hiring Support to help attract and retain our teachers.

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

Our Parent Coordinator works closely with South Bronx Churches and local area organizations to enhance Family Engagement. We offer a series of workshops that include: financial literacy, college awareness, homework help, Skedula, ARIS, etc. for our parents. We also regularly offer incentives for parents to attend meetings and events at the school.

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

N/A

6. 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.

BLA 2 is an extremely collaborative community. One of our core beliefs is collaboration and shared leadership. We believe in building the leadership skills in our students as well as in our faculty and parents. The school Community has a regular voice through the School Leadership Team, Grade Level Teams, Departments, School Culture Committee, Parents Association, Student Council etc. to be part of nearly all decisions made at the school.

7. 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.

Grade Levels team meet weekly to discuss individual student performance. All teachers use an online grading system that allows parents, students and counselors access to students' grades at any moment. Counselors meet regularly with students to discuss their academic progress. They also attend the Grade Level Team meetings to discuss specific interventions with students. Students needing interventions have their parents in for a conference and then a plan is established with the students, parents and teachers. The students use a progress log to monitor their progress.

8. 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.

The Woodycrest Center for Human Development works closely with the school to provide mentoring and counseling to our at risk students. They facilitate Stress management classes, anger management classes, peer mediation and conflict resolution classes. They also work to connect the school to other local organizations that serve at risk youth. They also provide students with a link to Summer Youth- a summer job placement program run through the city.

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	✓			\$427,420	✓	
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$15,000	✓	
Title IV	Federal					✓	
IDEA	Federal	✓			\$57,494		
Tax Levy	Local	✓			\$3,239,463	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – DOES NOT APPLY

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.

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

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

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

DOES NOT APPLY

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: DOES NOT APPLY

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

6

2. Please describe the services you are planning to provide to the STH population.
 - These children all receive school lunch, transportation and counseling services from our school social worker

Part B: FOR NON-TITLE I SCHOOLS – DOES NOT APPLY

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Leadership Academy II High School							
District:	7	DBN:	07X52	School	320700011527			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungrade	
	2		6		10	v		
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K			0					
Kindergarten			0					
Grade 1			0	Student Stability - % of Enrollment:				
Grade 2			0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 3			0					
Grade 4			0	Poverty Rate - % of Enrollment:				
Grade 5			0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 6			0				68.2	
Grade 7			0	Students in Temporary Housing - Total Number:				
Grade 8			0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 9			190					
Grade 10			139	Recent Immigrants - Total Number:				
Grade 11			76	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 12			75					
Ungraded			0	Special Education				
Total			480	<i>(As of June 30)</i>	2007-	2008-	2009-	
				<i>(As of October 31)</i>				
Special Education				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes			0	Principal Suspensions				
# in Collaborative Team Teaching (CTT)			80	Superintendent Suspensions				
Number all others			17	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-	
				CTE Program Participants				
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants				
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes			TBD	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Dual Lang.			TBD					
# receiving ESL services only			TBD	Number of Teachers				
# ELLs with IEPs			TBD	Number of Administrators and Other Professionals				
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals				

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers			
American Indian or Alaska Native			0.4				
Black or African American			40.4				
Hispanic or Latino			57.9				
Asian or Native Hawaiian/Other Pacific			0.8				
White			0.4				
Male			52.3				
Female			47.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 562	District 7	School Number 527	School Name Bx Leadership II
Principal Katherine Callaghan		Assistant Principal Michael Flynn	
Coach type here		Coach type here	
Teacher/Subject Area Taoufik Boulhrir		Guidance Counselor Tyrone Jones / Aixa Padillo	
Teacher/Subject Area Elizabeth Reynolds		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Betty Robinson	
Related Service Provider type here		Other type here	
Network Leader Barbara Gambino		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	477	Total Number of ELLs	63	ELLs as Share of Total Student Population (%)	13.21%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

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

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

Initial identification of students who may possibly be ELLs includes administration of Home Language Identification Survey (HLIS) which includes an informal oral interview in English and in the native language, and a formal initial assessment. This survey is administered by our ESL Teacher, Mr. Taoufik Boulhrir. Mr. Boulhrir is a state-certified ESL teacher. If necessary, Mr. Boulhrir is also responsible for administering the LAB-R exam. Entitlement letters are distributed by our ESL department along with Parent Surveys. Identified ELL students are placed in ESL instructional programs based on their survey and initial assessment results. Parents are also consulted prior to placement of students in ESL instructional programs.

Part III: ELL Demographics

A. ELL Programs

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

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11
					<input checked="" type="checkbox"/> 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										30	20	4	9	63
Total	0	0	0	0	0	0	0	0	0	30	20	4	9	63

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	
SIFE	10	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	30

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		
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	Total
TBE										0
Dual Language										0
ESL	15	4		18	3		30	3		63
Total	15	4	0	18	3	0	30	3	0	63

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	19	3	8	55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1			1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3		1		4
TOTAL	0	0	0	0	0	0	0	0	0	29	19	4	9	61

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.

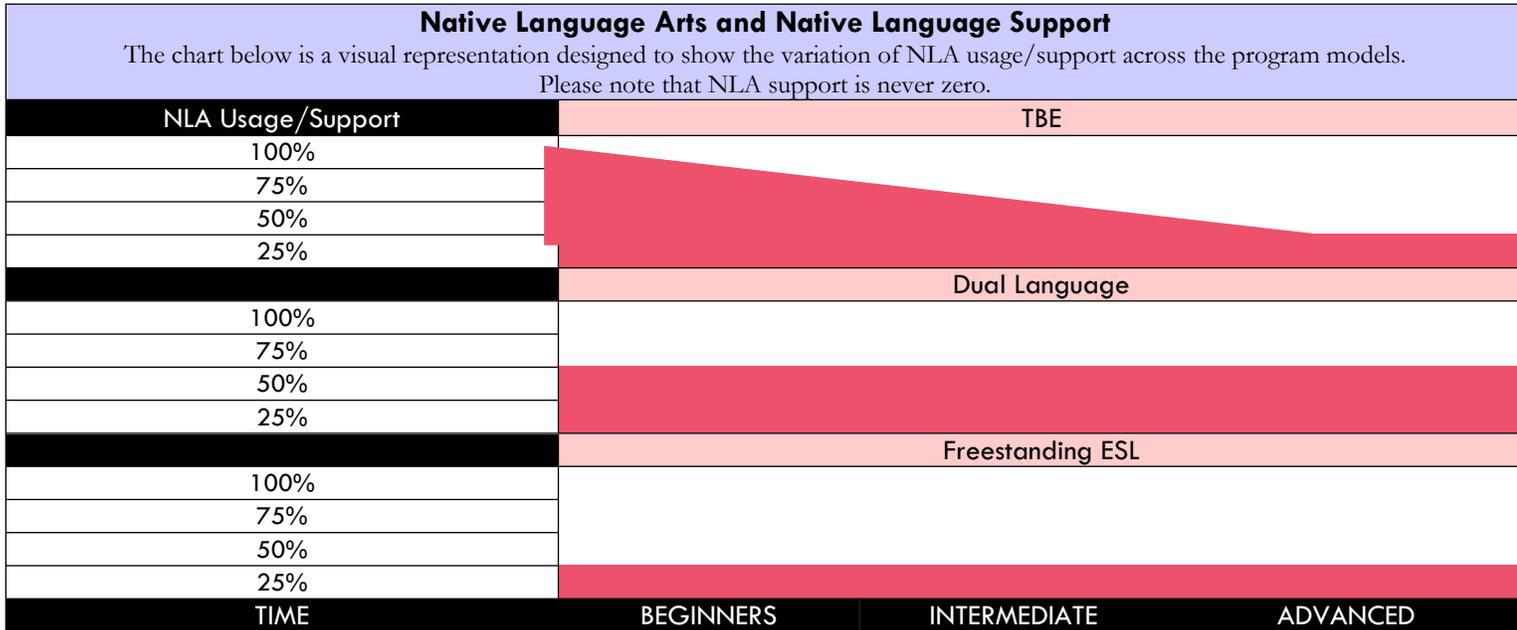
Through the ESL push in model we ensure that all students at BLA II participate in an instructional program that regularly ensures continuity of rigorous instruction. All students participate in instructional programs that are aligned with the mandated ESL, ELA and content learning standards and the core curriculum. Through the push in model, teachers use ESL strategies and methodologies to address the needs of students at the various proficiency levels. Students at BLA II use textbooks, libraries and instructional material that are aligned with the school's core curriculum. Students participate in small groups, task-orientated situations that guide the production of language both in verbal and written form. Students demonstrate learning through measurable product development such as presentations, multi-media projects, reports, demonstrations and portfolios. BLA II believes strongly in using the Freestanding ESL push in model program, and we work to build strong heterogeneous communities of learners in all classes. Teachers in all content areas use ESL strategies to scaffold information for students at the various proficiency levels. The parents of our ESL and SIFE students support this belief and prefer to have their children in the Freestanding ESL push in program. The program scaffolds writing activities through focusing on the basic literacy skills students need for success on schoolwork and regents exams. In addition, after-school tutoring provides additional support in a small learning environment for a variety of language proficiency skills. This smaller environment affords the opportunity for more individualized attention. Teachers in all disciplines, model the use of language in ways in which we expect all students to participate. Through the Freestanding ESL push-in program, language functions and structures are taught within the context of the lessons. Many teachers scaffold academic language to support students' participation in content areas through the use of vocabulary logs, word walls, semantic webs, other assorted graphic organizers and subject area glossaries. BLA II has always advocated for the use of a wide range of visual and digital resources designed to increase English language proficiency. We have various books on tape, software programs and computers for student use. Teachers incorporate a range of multi-media to promote engagement and understanding of 21st century technology. We will be running after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will work at their own level with Rosetta Stone software. They will be supervised by an ESL teacher who will conference with the students and monitor each student's progress. These classes will be focused on our beginning and intermediate level students in grades 9-12. Allowing students to work at their own level and pace on computers while our ESL teacher and a content teacher conference, tutor, and help with content area work will be the best use of our limited ESL certified personnel. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

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?

ELL students are targeted for extra tutoring during lunch and after school in their ELA and Math classes. They are also offered tutoring in other content area courses including Science and Social Studies. ELL students are given frequent updates on their progress in these classes through the use of DYO periodic assessments. Based on their performance on DYO's, teachers modify instructional plans for ELL students.

ELLs reaching proficiency on the NYSESLAT continue to receive tutoring and intervention services for up to two years. For the upcoming year we will introduce an after school mandated class for our beginning and intermediate ELL students. This class will be taught by a certified ESL teacher. ELLs are afforded equal access to all school programs including after school and before school programs, clubs and extra-curriculars.

We believe strongly in the use of technology for instructional purposes at BLA II. Every classroom in our building is equipped with a smartboard interactive whiteboard, a built-in projector, two computers, and a printer. Laptop computers are loaned to every teacher who wants one for use in instruction for the duration of the school year. All teachers have received extensive professional development on the use of the smartboard, including strategies that are proven to be beneficial for ELLs.

Native language support is offered for all ELLs through our Foreign Language department. All required services support and resources correspond to the ELLs' ages and grade levels. Orientations and individual meetings are provided as supports to assist newly enrolled ELLs and their families prior to the beginning of the school year. ELLs are offered language elective including Creative Writing, Humanities, and Literacy. Not all of these electives are offered at every grade level every year.

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.

All BLA II teachers participate in bi-weekly professional development workshops. These workshops include topics related to ELL instruction. Workshop topics include "Literacy Strategies," "Use of Smartboards," and "Student Engagement." In addition, teachers meet twice each week in grade level teams. They also meet twice each week in department teams. During these meetings teachers develop and share strategies that

work for ELL students. They engage in "kid talks" which take a holistic perspective on individual student progress. In teams, teachers analyze data including data for ELLs and students with performance levels in our lowest third, some of which include ELLs.

In addition, we provide staff members with professional development during our full-day professional development days. We intend to include workshops on strategies that help ELLs in the content areas on one or more of our full-day professional development days this year.

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?

BLA II parents - including parents of ELLs - have numerous opportunities to become involved in their child's education. Our Parents Association meets regularly. Parents Association meetings include translators for parents who do not speak English. Parents may elect to serve on the School Leadership Team. In addition, teacher teams frequently invite parents to meet with them both during and after school.

BLA II partners with South Bronx Churches, a community-based organization (CBO) which provides a number of services for parents and students. In addition, we have a relationship with Woodycrest, another CBO. Woodycrest staff members provide services to students and parents during the school day and after school.

Our Parent Association and Parent Coordinator survey parents annually to evaluate their needs. Parent Association meetings, incentive programs, and other after-school activities are geared to meet the needs of parents as expressed to the Parents Association and the Parent Coordinator.

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)										6	3	0	0	9
Intermediate(I)										13	11	2	5	31
Advanced (A)										10	6	2	4	22
Total	0	0	0	0	0	0	0	0	0	29	20	4	9	62

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

	A										5	5	2	2
	P										0	0	0	0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and 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?

To assess the early literacy skills of our students our ESL and ELA teachers use both scantron and DYO assessments. Many of our ELLs enter high school already performing at an intermediate or advanced level. Their area of greatest need is writing with organization.

The data patterns across proficiency levels reveal that many of our students speaking skills are more advanced than their reading and writing skills. This pattern has already shaped our curricula for ESL and ELA classes. We use a skills-based approach to reading in the 9th and 10th grades emphasizing the habits of effective readers. Students use fiction and non-fiction texts to build comprehension skills. Our writing focus for 9th grade is on building students' stamina and engagement in writing and on basic organization. In 10th grade the writing focus is on planning and executing organized writing. In addition, students practice developing ideas in writing.

This year we are using ELL periodic assessments developed by Acuity. We will use the results of these assessments to inform curriculum planning and instructional planning for ELLs.

We use student progress in language skills, credit accumulation, and Regents pass rates to evaluate the success of our program for ELLs. This year we have seen an increase in student credit accumulation and Regents pass rates. Our results from the Acuity periodic assessment will show us individual student progress in language skills over the course of the year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

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