



BRONX ACADEMY OF LETTERS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: BRONX ACADEMY OF LETTERS
ADDRESS: 339 MORRIS AVENUE
TELEPHONE: 718-401-4891
FAX: 718-401-6626

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320700011551 **SCHOOL NAME:** Bronx Academy of Letters

SCHOOL ADDRESS: 339 MORRIS AVENUE, BRONX, NY, 10451

SCHOOL TELEPHONE: 718-401-4891 **FAX:** 718-401-6626

SCHOOL CONTACT PERSON: Anna Hall **EMAIL ADDRESS** AHall32@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Anna Hall

PRINCIPAL: Anna Hall

UFT CHAPTER LEADER: Ray Miles

PARENTS' ASSOCIATION PRESIDENT: Neyda Franco

STUDENT REPRESENTATIVE:
(Required for high schools) Ashley Hulse

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: JONATHAN GREEN/PATRICK FAGAN/Maria Broughton

SUPERINTENDENT : Geraldine 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
Anna Hall	Principal	Electronic Signature Approved. Comments: User was not available.
Kadion Phillips	Admin/CSA	Electronic Signature Approved.
Raymond Miles	UFT Chapter Leader	Electronic Signature Approved. Comments: User was unavailable
Neyda Franco	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: User was unavailable Parent had difficulty logging in to the system.
Fred Benton	UFT Member	Electronic Signature Approved. Comments: User was unavailable
Toni Bernstein	Parent	Electronic Signature Approved. Comments: User was unavailable
Kim Crane	DC 37 Representative	Electronic Signature Approved. Comments: User was unavailable User had difficulty logging in to the system.
Robert Maseda	Title I Parent Representative	Electronic Signature Approved. Comments: User was unavailable great job
Andrea Daniels	Parent	Electronic Signature Approved. Comments: User was unavailable Parent had difficulty logging in to the system.
Raquel Cheney	UFT Member	Electronic Signature Approved. Comments: User was unavailable

Tabitha Torres	Parent	Electronic Signature Approved. Comments: User was unavailable Parent read the CEP but is unable to login.
Ashley Hulse	Student Representative	Electronic Signature Approved. Comments: User was unavailable Student has read and approved the CEP but is unable to login to the website.
Ashley Lora	Student Representative	Electronic Signature Approved. Comments: User was not available. Student has read and approved the CEP but is unable to login to the website.

* 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.

When the Bronx Academy of Letters opened its doors as a high school in September 2003, our founders – a dedicated team of students, parents, teachers, and community leaders – were united by a single idea: students who can express themselves clearly in writing can do better in any path they choose in life. Today, our rigorous, college-preparatory academic program spans grades six through twelve. Our core curriculum is standards-based, with an intense focus on developing strong communication skills across disciplines. It includes advanced placement and honors courses, and senior and master-level arts electives.

In addition to challenging academic work, we are also committed to promoting flexible, self-motivated learning *outside* of the classroom. During and after school, our writers in residence run workshops, publish a school newspaper and literary magazine, and coordinate the Writers' Forum reading series, in which our students convene to hear from professional writers of every genre. Our teachers facilitate a wide variety of extracurricular programs, including student council, drama, art, dance, cooking, debate, and sports. During the year, our students participate in regular field trips to arts institutions, colleges, and universities. And during the summer months, our student services team helps connect students with jobs, internships, and programs that allow them to travel all over the world –from Tokyo to Mexico, from Thailand to London.

At Bronx Letters, we celebrate hard work, curiosity, self-expression, and service. Our graduates are highly articulate, critical readers and writers, fully prepared to tackle the opportunities they'll discover in college and their careers. They are capable problem solvers. They take pride in their independence, organization, and confidence. They celebrate engagement with and service to the community. They are healthy, energized, and fit. They cultivate and pursue wide and varied ambitions to be anything from poets, journalists, and musicians to politicians, doctors, and scientists. They are ready to maximize their learning and growth – not only during college years, which serve as the gateway to so much future opportunity and success, but throughout their lives.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Bronx Academy of Letters								
District:	7	DBN #:	07X551	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.7/93.6	94.4/ 92.5	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.3	97.89	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	96	88	83	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	83	87		73.4	75.2	89.2		
Grade 8	0	0	79						
Grade 9	106	90	101	Students in Temporary Housing - Total Number:					
Grade 10	84	92	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	85	81	81		3	14	TBD		
Grade 12	62	67	71						
Ungraded	2	1	0	Recent Immigrants - Total Number:					
Total	435	502	581	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					6	6	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	28	42	46	Principal Suspensions	4	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	18	27	Superintendent Suspensions	12	6	TBD		
Number all others	18	27	42						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0	2					
						0	0		

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	31	46	59	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	7	19	Number of Teachers	30	39	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	0	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	40	30.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	6.7	12.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	72	TBD
American Indian or Alaska Native	0.2	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.8	90.5	TBD
Black or African American	35.9	36.9	34.9				
Hispanic or Latino	61.4	60.4	63.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.8	1.2				
White	0.7	0.6	0.3				
Multi-racial							
Male	37.5	38.8	42.5				
Female	62.5	61.2	57.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:		Y	
Math:	Y			Math:		Y	
Science:				Graduation Rate:		Y	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√		√	√	√	
Ethnicity							
American Indian or Alaska Native						-	
Black or African American	√	√		-	-	-	
Hispanic or Latino	√	√		√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-		
Multiracial	-	-		-	-		
Students with Disabilities	Ysh	√		-	-	-	
Limited English Proficient	-	-		-	-	-	
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	5	5		3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A/A	Overall Evaluation:	W
Overall Score	93.0/ 83.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	13.1/ 12.7	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	25.0/ 22.1	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	51.1/ 46.1	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3.8/ 3	Quality Statement 5: Monitor and Revise	W

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Trends:

Ø **Learning Environment Survey(School Environment):**

1. The 2009-2010 showed 97 percent of parents are satisfied with the education their children are receiving AND their opportunities to be involved – a result consistent with the previous year. 95 percent of parents remain satisfied with how well we communicate with them – up 10 percentage points since 2007.
2. 100 percent of teachers reported that they know what's expected of them. Over 94 percent of students say their teachers encourage them to succeed, and 98 percent say they have to work hard to get good grades.
3. More teachers last year felt engaged in problem-solving and decision making (up to 98 percent from 91 percent).
4. Students and teachers felt that safety and discipline could be improved - although still high, but this is a consistent downward trend.
5. There also seems to have been an increase in concern among students about bullying, gang activity, and drug use.

Ø **Middle School Progress Report:** We saw significant drops in performance progress in both ELA and math last year – but ELA was by far the more concerning.

· **Student Performance**

1. Only 18.4 percent of our students achieved proficiency in ELA last year, down from 59.9 percent in the previous year.
2. Only 39.3 percent achieved proficiency in math, down from 73 the year before.

- **Student Progress**

1. We outperformed the city's lowest third measures in student progress on math, and we achieved significant extra credit for the performance of our lowest third and special education students.

Ø **High School Progress Report:**

- **Student Performance**

1. Our four year graduation rate dropped significantly to 75% from 85.9 the previous year.
2. Our six year graduation rose from 81.7% to 94% for students who have an IEP.

- **Student Progress (Regents)**

1. We saw an increase in the weighted Regents pass rate for English, Science, US History and Global History.

- **Student Progress (Credits)**

1. We saw an increase with credit accumulation at all grades with the most significant change for the percentage of students earning 10+ credits in their first year moving from 66.7% in the previous year to 88%.
2. We also saw an increase in the number of students receiving 10+ credits who are listed in the school's lowest third. For students in their first year, we saw an increase from 46.2% in the previous year to 61.3%.

Accomplishments:

- **Enrichment Programs :** We offer over thirty extracurricular, arts, and athletic programs. More importantly, 100 percent of our students participate in school-based extracurricular programs each week. Beyond this, we have two full-time staff members dedicated to providing non-school based enrichment programming for our students and families. They organize a minimum of six day-time field trips for every student and one three-day overnight trip for every grade. They identify jobs, internships, and travel opportunities for our students – both during the academic year and in the summer. As a school, we make placements within NYC at institutions such as the Studio Museum, ICP, Lincoln Center, Columbia, NYU, Bank of America, and the Heckscher Foundation and outside of the city in programs such as ones hosted by NHI, Princeton, Exeter, JSA, Cornell, and Landmark. With the help of AFS and Global Teens, we send dozens of students abroad to numerous countries on five continents.
- **Arts Programming:** Surveys have shown that students and parents wanted more arts programming. Over time, we have managed to overcome space and financial constraints and now have four creative art teachers and offer dance, drama, music, and visual arts to all of our students as a part of our regular academic programming.

- **Elective Programming:** By extending the school day and altering our master schedule, we have built elective, test prep, and credit recovery opportunities into our regular academic schedule. Students who are on track now elect into courses such as the college readiness, Latin-American short story, journalism, SAT prep, and personal finance. Students who are not on track now take Regents prep classes.
- **Facilities:** With a \$500,000 grant from City Council, we renovated our halls and built a state-of-the-art library for our students and families. It took several years, but was completed last summer.
- **Parent Outreach:** We collaborate with parents more effectively each year. We are better at recruiting for PTA meetings and parent workshops, at calling home with good news as well as concerns, at holding individual parent conferences, and at getting parents to participate in school functions. The progress reports that we send home every month are accompanied by newsletters, supporting academic documents, and phone calls from advisors. We also give parents online access to teachers' grades through Edline and assist them in making use of ARIS. Additionally, in response to last year's SQR, we have begun sending home detailed quarterly learning targets so parents can become familiar with the skills and contents being covered in each of their children's classes. As a result of these efforts, we have seen big improvements in the parent section of the Learning Environment Survey.
- **Common Planning Time:** In response to our own internal assessments and to the School Quality Review, we have shifted our common planning time to better support professional collaboration among teachers around curriculum alignment and have completed the first phase of a 3-year curriculum alignment project.
- **Collaboration and Innovation:** This summer, we launched two new initiatives – the middle school climate and culture study, and the high school grading policy and assessment pilot project – which were teacher-led and facilitated, and were designed to address identified safety and discipline issues in our middle school, and improve our ability to accelerate student learning and credit accumulation in our high school.
- **Community:** We have made a major push to promote a single set of core values with students, staff, and families. We have done this through our advisory system, parent meetings, daily announcements, and weekly assemblies as well as quarterly and biannual award ceremonies.

Aids:

- **Internal Data System:** Our full-time data manager helps our staff to gather, categorize, generate, share, and use data to support instruction by means of an internal database, which is updated daily and accessible on a shared drive and through a web portal. This database holds all the information that we collect internally and complements the data that is now available in ARIS. In addition to aggregated data about performance, trends, and subgroups, the database has comprehensive profiles of students.
- **Individualized Programming:** We are flexible and responsive when it comes to meeting student needs. In fact, we provide individualized programs to our nearly 600 students. In this way, we make sure that every student is receiving customized intervention and acceleration as needed.
- **Advisory and House System:** Our advisors meet with small groups of advisees for three consecutive years. This helps us promote close contact with families and ensure that

each student's academic progress is closely monitored by a single staff member. Our advisory structure also includes Harry-Potter style houses, which further promotes a sense of community and serves as a vehicle for our large and active student government.

- **Teacher Leadership and Training:** We have strong systems in place for promoting teacher leadership and for providing teacher training. Our grade, department, and advisory teams are strong professional learning communities led by master teachers. Every teacher is also part of an inquiry team that works collaboratively to tackle one big instructional question.
- **Staff :** Our thorough hiring process, good reputation, and well-developed teacher support system helps us attract and retain a strong, diverse, and increasingly experienced staff. This staff takes broad ownership of the school and consistently demonstrates a willingness to go beyond what is required.
- **Fundraising :** Our fundraising efforts have always paid off in significant ways. Last year, our advisory board again raised \$200,000 unrestricted dollars, part of which goes to an endowment. Beyond that, our board and the Urban Assembly have brought in approximately \$5 million in grants since 2003. In these tough economic times, staff members are also writing more individual grants to programs like DonorsChoose to meet their own needs.

Challenges and Barriers to Improvement:

- **Progress Report:** Because of the changes to last year's scoring rubrics and the progress report metrics, we have struggled to interpret the data to track year-on-year performance improvements – we can't tell conclusively where we improved this year and where performance dropped off.
- **Budget Shortfall and Hiring Freeze:** The budget shortfall and hiring freeze made it extremely difficult to recruit and hire staff in a critical year. We negotiated this challenge with success, but it consumed much of our time and energy in the spring and summer and diverted our attention from other work. The problem has grown rather than diminished. Since this school year started, we have had additional pedagogical and non pedagogical vacancies, which have been virtually impossible to responsibly fill due to the continuing freeze. We have also lost funding due to the cuts and inexplicable changes in our special education enrollment patterns, which has made it difficult to plan effectively for staffing and programming.
- **Shared Space and Facilities Issues:** We struggle to get ample access to the gymnasium, auditorium, dance rooms, arts rooms, and cafeteria. We also struggle to combat an ailing building infrastructure that doesn't accommodate new technology – an ancient telephone system being the worst of the ills.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Our first goal is to continue the growth we have seen in credit accumulation for our high school students. We will increase opportunities for high school students to earn and recover credits in the arts and content-area courses by revising our programming model in grades 10-12 to incorporate full-term electives in every discipline. We can test the success of this model by comparing the credit accumulation at each discipline at the semester and year end mark.	<input type="checkbox"/> We will offer semester-based electives in every core discipline - ELA, math, science, and history - as well as upper level music, visual arts, dance, and theater courses.
<input type="checkbox"/> We will have less students scoring 1s and 2s on the ELA and Math state assessment. We will increase opportunities for middle school students to receive additional instruction in ELA and math by revising our programming model in grades 6-8. We will compare the growth of each student from the previous year's test score to check if this goal was achieved.	<input type="checkbox"/> We will offer additional semester-based ELA and math courses for remediation and enrichment in all grades 6-8. We will also offer math- and literacy-focused courses in history, science, technology, and the arts each semester.
<input type="checkbox"/> We will reduce the number of behavioral incidents (as measured by referrals and suspensions) in our middle school by revising our middle school discipline systems and practices to focus on prevention, intervention, and behavioral instruction. We will compare the discipline data to the previous year to ensure we are achieving our goal of a 50% reduction in referrals and suspensions.	<input type="checkbox"/> We will create a new model for instruction in developing social and emotional skills, redesign our middle school advisory program to include this instruction, and revise our discipline practices to reinforce preventive behaviors.

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><input type="checkbox"/> Our first goal is to continue the growth we have seen in credit accumulation for our high school students. We will increase opportunities for high school students to earn and recover credits in the arts and content-area courses by revising our programming model in grades 10-12 to incorporate full-term electives in every discipline. We can test the success of this model by comparing the credit accumulation at each discipline at the semester and year end mark.</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><input type="checkbox"/> Advisories in grades 10 and 11 will no longer meet weekly during the regular academic day. In place of advisories, we will offer arts and subject-area electives (both for enrichment and remediation) in each of those grades.</p> <p>Electives will be taught by teachers who are NOT ninth grade advisors – for this year, fall electives will be arts/remediation/extension focused, and we will assign them; spring electives will be opt-in and can be arts/remediation/honors/enrichment.</p> <p>We will train advisors to counsel students through the elective selection process, so that students are matched with electives that meet their credit recovery or academic needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> We have redesigned our program to remove the daily advisory block in grades 10-12, while maintaining extended monthly meetings with advisories (to continue academic counseling).</p> <p>We will re-orient our bi-weekly staff meetings to focus on providing training to advisors on how to provide support to their advisees to navigate this new system.</p> <p>We will review student performance data each quarter to identify electives we must offer for the following semester.</p>

	<p>This goal, while essential to helping us meet our credit accumulation targets, has also provided us with a way to streamline our staffing needs, as now all 10-12th grade advisors will be teaching 4 academic sections instead of 3. This saved us three teaching positions, or roughly \$180,000.</p> <p>*I attempted to select the budget alignment information below, but was only able to choose from K-5 teacher options. Not sure why this is.</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><input type="checkbox"/> In September, we will offer 25 percent more courses than we have in previous years.</p> <p>Each month, advisors will meet with advisees to set academic goals, review progress, and identify course needs for the following semester.</p> <p>Each quarter, grade teams will review pass rates to determine our progress toward our end-of-year credit accumulation targets.</p> <p>By the end of the year, we expect to see the percentage of students earning 10+ credits in Grade 10 rise to 80% and in Grade 11 remain at 85%.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> We will have less students scoring 1s and 2s on the ELA and Math state assessment. We will increase opportunities for middle school students to receive additional instruction in ELA and math by revising our programming model in grades 6-8. We will compare the growth of each student from the previous year's test score to check if this goal was achieved.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Advisories in grades 7 and 8 will no longer meet daily. In place of advisories, we will offer arts and subject-area electives (both for enrichment and remediation) in each of those grades.</p> <p>Electives will be taught by teachers who are NOT sixth grade advisors – fall electives will be remediation/extension (we will assign them); spring electives will be opt-in and can be remediation/honors/enrichment.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>We have redesigned our program to remove the daily advisory block in grades 7-8, while maintaining extended weekly meetings with advisories (to continue academic counseling).</p> <p>We will re-orient our bi-weekly staff meetings to focus on providing training to advisors on how to provide support to their advisees to navigate this new system.</p> <p>We will review student performance data each quarter to identify electives we must offer for the following semester.</p> <p>This goal, while essential to helping us meet our credit accumulation targets, has also provided us with a way to streamline our staffing needs, as now all 10-12th grade advisors will be teaching 4 academic sections instead of 3. This saved us three middle school teaching positions, or roughly \$180,000.</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><input type="checkbox"/></p> <p>In September, we will offer 25 percent more courses than we have in previous years.</p> <p>Each quarter, grade teams will review pass rates to determine our progress toward our end-of-year credit accumulation targets.</p> <p>By the end of the year, we expect to see the percentage of our students earning passing grades on the ELA and math state exams at 90 or above in every grade.</p>

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> We will reduce the number of behavioral incidents (as measured by referrals and suspensions) in our middle school by revising our middle school discipline systems and practices to focus on prevention, intervention, and behavioral instruction. We will compare the discipline data to the previous year to ensure we are achieving our goal of a 50% reduction in referrals and suspensions.</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><input type="checkbox"/> We will form a middle school climate committee to identify best practices and select an advisory curriculum.</p> <p>The committee will meet weekly throughout the summer to create an action plan, and once a month throughout the year to review interim data and revise the plan as necessary.</p> <p>We will hold professional development throughout the year to train teachers in the new curriculum and best practices.</p> <p>We will communicate the new plan and systems to parents in September, and will also share monthly updates throughout the year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> We will dedicate weekly time for middle school staff to meet to plan, review data, share best practices, and set the agenda for coming meetings.</p> <p>We will dedicate per session funds to support the committee's summer planning work.</p> <p>We will reallocate middle school professional development days to focus on climate and culture training.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> We will review attendance, referral, suspension, detention, and academic performance data monthly.</p> <p>We will conduct regular internal surveys of staff and students about improvements to our culture and climate.</p> <p>We expect to reduce our middle school suspensions by 50 percent overall.</p> <p>We expect to improve our middle school attendance to 94 percent.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	10	10					5	
7	31	31					20	
8	16	16					17	
9	10	10	10	10			9	
10	9	9	9	9			10	
11	10	10	10	10			8	
12	7	7	7	7			5	

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Wilsonreading program - small group, during school Regentsprep classes - small group, before school, daily Study hall - small group, after school,weekly
Mathematics:	<input type="checkbox"/> Regentsprep classes - small group, before school, daily Study hall - small group, after school,weekly
Science:	<input type="checkbox"/> Regentsprep classes - small group, before school, daily Study hall - small group, after school,weekly
Social Studies:	<input type="checkbox"/> Regentsprep classes - small group, before school, daily Study hall - small group, after school.weekly
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> College counseling - 1on 1, during and after school, weekly </div>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> n/a

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Counseling - small group and 1 on 1, during school
At-risk Health-related Services:	<input type="checkbox"/> Bilingual drug prevention - small group, during school, weekly Health education classes - before school,daily

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-12

Number of Students to be Served:

LEP 56

Non-LEP 517

Number of Teachers 38

Other Staff (Specify) 22 (Administrators, Para-professionals & support staff)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

The 2009 - 2010 school year is the fourth year that the Bronx Academy of Letters has a full-time ESL instructor. This year we have added a second full-time ESL instructor. One teacher teaches three 1-hour self-contained ESL classes and provides push-in support to mainstreamed students. The classes serve the 45 ESL students who range in ability from beginner to advanced to transitioning out. ELLs in grades 6-8 and 9 - 12 are provided with ESL support. Intermediate and advanced classes are taught in English only, while the beginner level classes are taught primarily in English with some L1 support in Spanish. Sixty-minute beginner, intermediate, and advanced classes are taught daily at the high school level. One hour beginner and intermediate class for the 6th grade is taught daily as well. 8th grade advanced ESL students receive push-in ESL support in their ELA course. Beginner level ELLs at the high school level receive self-contained ESL classes in literature and writing daily.

At the intermediate level, all ELLs are pushed-in to other content areas. They receive a 45 minute period each day of literacy-focused humanities as well as fifty minutes daily of small-group (14 - 16 students) instruction in an advisory with a focus on literacy.

At the high school level, in addition to the ESL courses provided, ELLs are pushed-in to other content areas. In addition to an ESL course, all ELLs also are provided with one to two sixty-minute courses of writing or literature. All ninth through eleventh graders also have fifty minutes daily of small-group (14 - 16 students) advisory with a focus on literacy. In total, all high school level ELLs have at least 120 minutes daily of intensive English instruction. The ESL teachers consults weekly with all high school and middle school content area teachers to help modify and scaffold assignments and work on language objectives in content-area classes.

II - Parent/community involvement including samples of correspondence to parents in the top five languages served in the district. Also describe the orientation for parents of newly enrolled LEP students.

The parent orientation for all newly enrolled and continuing LEP students is on Thursday, November 19, 2009. During this meeting, parents receive an overview of the ESL program, the services to which their children are entitled, the required testing and testing accommodations for ESL students and contact information for the ESL instructors. Translation into Spanish is available. For parents who do not attend the meeting, the same information is sent via mail to each parent within the first month of school. See attachment below of continuation of services letter to parents.

Each student has an advisor who regularly contacts parents. Parents are contacted every three weeks with progress reports on their students. Parent-teacher conferences occur four times a year and translation and language support are available. Parents also receive regular updates via monthly parent newsletter provided by the bilingual parent coordinator. Parents of ELLs are also invited to a

spring meeting to discuss assessments, promotion requirements and support services. Translation services are provided at all meetings. ESL teaching and supervision staff is available at all parent meeting to answer questions and provide support.

The ESL teachers reach out directly to parents via phone and email when concerns arise and also via mail and phone through the advisor's check-ins with parents twelve times per year.

III - Project Jump Start - Programs and activities to assist newly enrolled LEP students.

Newly enrolled LEP students are in intensive self-contained classes of 8 - 10 students. They are able to attend before and after-school instructional support programs with individual tutoring, including a one-on-one writing center. They also have access to supplemental classes provided especially in preparation for Regents examinations. LEP students have access to a full-time social worker and bilingual enrichment coordinator who can connect them with outside enrichment programs and support services. All newly enrolled LEP students are in 15 to 1 advisory classes with advisory who reach out every six weeks to parents. Spanish-English bilingual students are also able to attend a bilingual group that meets weekly at lunch with a school counselor to discuss issues and concerns freely in Spanish.

IV - Staff development activities including topics, presenters and participants.

All pedagogical staff attend five periods a week of common planning. There are also weekly conferences during which grade teams convene to discuss the individual needs of students including ELLs and meet with these students. The ESL instructors also meet weekly with the AIS team to discuss ELL students with IEPs and their unique needs. All pedagogues also attend monthly hour-long staff meetings on Monday afternoons. All teaching staff conference in small groups with the ELL department chair in grade teams in a meeting dedicated to teaching strategies to assist in supporting ELLs in the mainstream classroom. Professional development options such as QTEL and SIOP trainings are made available to content-area instructors who work with ELLs. The ESL teachers have attended a four-day PD on preparing ELLs for the ELA Regents as well as training in the Wilson reading program. The ESL administrator attends all required PDs regarding the administering and preparation for the NYSESLAT exams in the spring.

V - Number and title of staff providing support services to LEP students (i.e., counselors, psychologists, social workers, etc.) and languages in which such services are offered.

- Primary support for ELLs is provided by Dustin Hovda, a fully certified ESL instructors.
- Additional support including parent outreach and scheduling for ELLs is provided by Shannon Fierro, a fully certified and bilingual Spanish - English ESL instructor and Assistant Principal.
- One full-time social worker, one part-time social worker
- One full-time Spanish - English bilingual parent coordinator
- One full-time Special Education teacher providing self-contained teaching to ELLs with IEPs
- One full-time Spanish - English bilingual enrichment coordinator

VI - Name/type of native language assessments administered (bilingual programs only)

Not applicable as Bronx Academy of Letters does not have a bilingual program.

In compliance with state regulations, non-ELA Regents exams are provided in students' native language if desired. ELLs are provided with all mandated accommodations such as extended time, third reading of listening passages and word to word translation glossaries.

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.

ESL teachers attend external professional development such as an ELA Regents strategies workshop for ESL teachers and training in the Wilson reading program. Subject -specific trainings and workshops are also offered to general education teachers such as Preparing ELLs for the Global Studies Regents.

ESL teachers meet weekly with general education teachers to discuss modifications necessary in the general education courses to allow for ELLs to access content using strategies such as the SIOP model. All teachers are provided with data 6x/year on pass rates of ELLs in their courses. Based on this data, specific partnerships between ESL and general education staff are made to help ensure that general education teachers are providing accessible content to their ELLs.

ESL department chair also meet with each general education grade team once a quarter to discuss individual ELL student issues and city and state mandates about the education of ELLs. The ESL department chair also meets monthly with the testing coordinator to ensure that ELLs receive necessary accommodations and translations of assessments such as the Regents and 8th grade exams.

Section III. Title III Budget

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School: Bronx Academy of Letters

BEDS Code: 320700011551

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	\$9000	<input type="checkbox"/> Per Session for before and after school Wilson and Regents-prep course, ESL teacher and dept. chair support for and professional development of general education teaching staff

Purchased services - High quality staff and curriculum development contracts	4000	<input type="checkbox"/> Purchased Wilson curriculum and Regents support materials. Leveled library resources for ESL-accessible texts.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$500	<input type="checkbox"/> Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	4000	

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.

We have a large percentage of Spanish speaking families who are not fluent in English. We set aside per-session for staff members to translate most of the monthly mailing and send both the English and Spanish version to all our parents. We also use an automated phone system to communicate with parents. Parents home language are saved in our district's system, and if a parent is flagged as having Spanish as the home oral language, they hear the prerecorded Spanish version of the message.

Our parent coordinator and support staff that communicate primarily with parents are all bilingual and can communicate effectively with parents and are also available for translation for meetings with staff members who do not speak Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. All parents are required to complete the home language survey when they enroll a student in the department of education. The contact information for all family members of students on file are shared with staff along with the home language. A staff member is then aware of the language necessary for communication and can request translation if necessary.

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.

Most of the material included in the monthly mailing to parents are translated to Spanish because a large percentage of our students are from families who predominantly speak Spanish. This translation is done in house and per-session is set aside for this service.

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

Oral interpretation is provided in house for communication with parents. We have an automated phone messenger system that sends important updates to parents. When messages are create, the staff member records both and English and Spanish version. A parent will receive a particular message depending on the language that was entered in the home language survey.

Our parent coordinator, parent volunteers and support staff are all bilingual and often communicate with parents. They are also available for translation when necessary in meetings where with meeting with non-Spanish speaking staff and parents who are not fluent in English.

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>.

We will fulfill this regulation using the systems and staff we currently have in place.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$532,532	\$185,534	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,325		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,627	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$53,253	*	

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

6. If the percentage of high quality teachers during 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.

Not applicable - we have all teachers in proper license areas and with certification.

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

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

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



Parental Involvement Policy

- I. Bronx Academy of Letters, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. BAL’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents’ needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing BAL’s Parent Involvement Policy, the PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, BAL will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher’s Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting and study skills, reading transcripts, ESL, technology and computer classes and curriculum based workshops to build parents’ capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.

- Provide Open School Weeks twice a year where all parents are invited to attend their children's classes.

Bronx Letters will encourage more school-level parental involvement by:

- Holding annual Parent/ Advisor Conferences
 - Maintaining parent participation in school leadership teams
 - Encouraging parents to become trained volunteers through an active PTA
- Having written and verbal progress reports that are periodically given to keep parents keeping them abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.
 - Contacting all parents monthly through the student advisory system to give grade and progress updates.

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

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

(see above Parent Involvement Policy)

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.

Our SLT has met repeatedly to discuss and brainstorm for a comprehensive needs assessment. Our administrative team (with data manager) compiles the work in a set of school goals. We circulated drafts to our entire school community and incorporate feedback. We then revised the document. At the beginning of the year, we then have a state of the school address for the whole staff.

2. Schoolwide reform strategies that:

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

We have numerous opportunities for student to meet and exceed standards. We having tutoring, remediation, credit recovery, Regents preparation, honors, and Advanced Placement opportunities for all of our students. We have an extended day for all students.

Each student is assigned to an advisor and remains with that advisor for three years. The student offers individual support and advocacy to support academic growth.

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.

See above response.

o Help provide an enriched and accelerated curriculum.

See above response.

o Meet the educational needs of historically underserved populations.

See above response.

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.

See above response.

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

See above response.

3. Instruction by highly qualified staff.

Our hiring process and good reputation helps us attract a strong and increasingly diverse staff that is highly qualified. We only brought on 4 new staff members this fall but all of them are highly qualified.

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

We have strong internal professional development (PD) program and support that needs of our staff by engaging them in external PD opportunities by as needed and as desired.

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

Our hiring process and good reputation helps us attract a • We have an aggressive outreach program for recruiting new teachers. This has helped us recruit a strong highly qualified staff.

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

We have instituted a number of new initiatives, including reorganizing and improving our monthly parent mailings, creating new systems for communicating course information to families, and organizing a large, welcoming space as our parent office to encourage more parents to visit the building. We also hold workshops for parents.

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

N/A

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

Our staff takes a broad leadership role collectively and on an individual basis. We have common planning time built into the schedule each day. Staff collaborate around these questions during student lunch blocks at 11:00 a.m. and 1:00 p.m. in grade and department teams.

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

See question 2, part a)

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

We have student and family intervention team, headed by our school social worker and an assistant principal of student and family services to coordinate these efforts.

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

Explanation/Background:

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

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (<i>I.e., Federal, State, or Local</i>)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A			

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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



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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
7
2. Please describe the services you are planning to provide to the STH population. Students living in temporary homes are provided with uniforms and supplies as needed. We also set up after school activities for our students who cannot enter temporary homes before a certain time because her parent is working and the home does not allow children to enter without an adult. Parents and students living in temporary housing are also provided with transportation to and from the school for events and after school programs in which they want to participate.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_07X551_120710-183306.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Urban Assembly	District 07	School Number 551	School Name Bx Academy of Letters
Principal Anna Hall	Assistant Principal Kadion Phillips		
Coach	Coach		
Teacher/Subject Area Matt Pilarski (HS ESL)	Guidance Counselor Raquel Cheney		
Teacher/Subject Area Mitra Grant (MS ESL)	Parent		
Teacher/Subject Area Antoine Jumelle (HS ESL)	Parent Coordinator Lisa Monge		
Related Service Provider	Other		
Network Leader Jonathan Green/Patrick Fagan	Other		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	570	Total Number of ELLs	55	ELLs as Share of Total Student Population (%)	9.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Students who are enrolled at our school are required to complete an admissions packet. In the past our Special Education and ELL services administrator was responsible for initial screening, conducting the home language identification survey and LAB-R if necessary. This year, the assistant principal works with the parent coordinator, who meets with all incoming parents, work together to screen students. Since we are a 6 through 12, most of the students who enroll have been in other NYC public schools and arrive tagged as ELL. Our school only offers transitional bilingual program where students receive an ELL class each day. A student who is enrolled meets with the assistant principal of operations who assesses if the students needs ELL services based on the criteria above. Parents are informed of the ELL services we provide and students are enrolled in the appropriate ESL classes.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							12	8	10	7	8	8	2	55
Push-In														0
Total	0	0	0	0	0	0	12	8	10	7	8	8	2	55

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	854	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	11
SIFE	5	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	31

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	3	3	11	1	5	31	1	9	55
Total	13	3	3	11	1	5	31	1	9	55

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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	8	9	7	7	7	2	51
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							1					1		2

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
TOTAL	0	0	0	0	0	0	12	9	9	7	8	8	2	55

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.

ELL students will receive services from a certified ESL teacher. Students are enrolled in an class that meets for 60 minutes each day. Students in grades 6 through 8 who are at the beginner or intermediate level are grouped together. In the HS, students are grouped by two levels, beginner or intermediate and advanced. All students also receive additional ELA writing classes to supplement the work they are doing in ESL classes. All classes are taught in English.

All students at our school receive an individualized program. A SIFE student may be enrolled in a remedial class in addition to classes at their grade level. These remedial classes allow students to build basic skills they are lacking to be successful in other classes. We prepare all our students for the ELA test at the middle school level and we teachers differentiate based on the level of competency. The goal is to have all our students whether they are receiving 4 to 6 years, or above 6 years to be successful on both the state ELA exam and the NYSESLAT.

Students identified as ELL and also having special needs are placed in smaller sections for most of their core classes and receive ELL services from the certified ESL instructor.

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

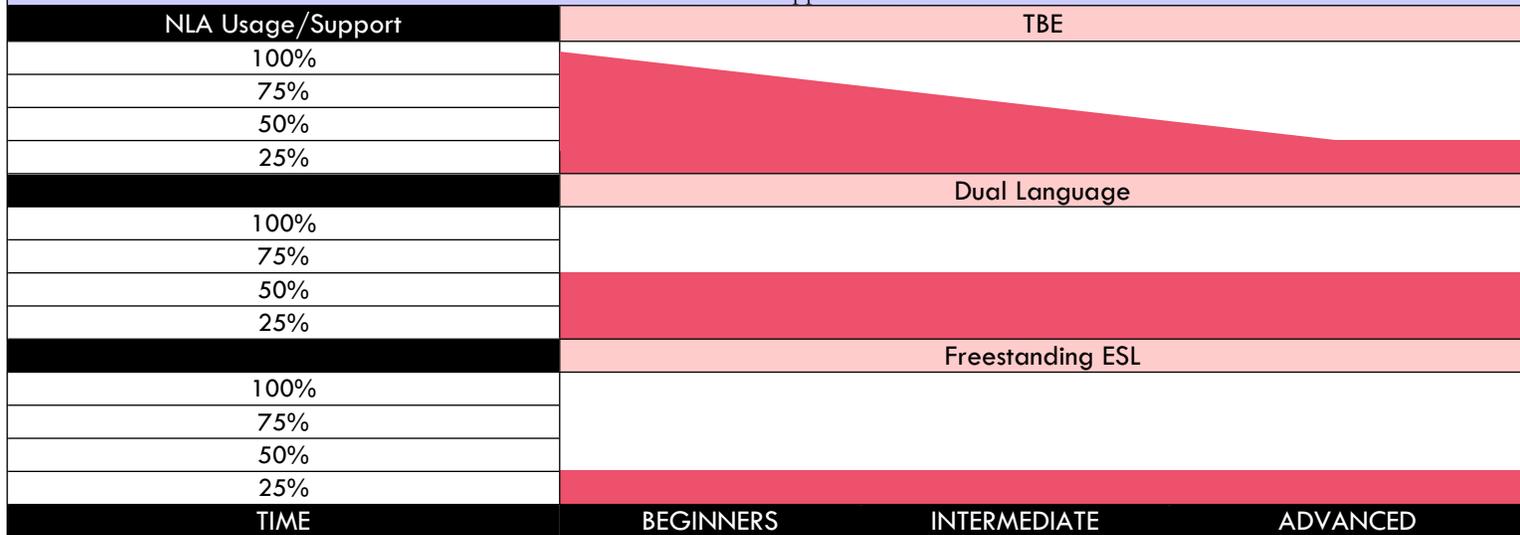
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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?

All ELL students will receive targeted instruction for ELA in at least one period a day in their ESL class with a certified ESL teacher. Students who reach proficiency on the NYSESLAT continue to receive individualized programs depending on their needs which may include additional reading or ELA classes. For this school year, we have programmed the ESL class during the electives block for middle school students to allow them to be enrolled in the same core classes as other students at the grade level. The reading classes also occur during this period which allows flexibility depending on the proficiency level with programming. We had difficulty replacing our former ESL teacher due to budget cuts, but this problem has been remedied with us finding a certified ESL teacher with multiple years of experience. ELL students in the high school are allowed to take Spanish as an elective, and many are able to take the Spanish Regents early and enroll in advanced or AP Spanish courses before they graduate.

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)?

The target language is used 100% of the time in classes. English Language Learners are integrated in all core classes periods except for the one ESL class period each day. Students do not receive dual language classes and hence are not taught in their native language during the day.

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.

We highly encourage our staff members to participate in professional development opportunities. We receive support through our network the Urban Assembly that provides monthly meetings based on the needs of teachers in the 21 schools it supports. Our ESL teacher will teach students in both the middle school and the high school so she will be familiar with the needs of each student who continues with us to the ninth grade. The ESL teacher is provided with the data on each student on NYSESLAT and state Math and ELA scores so she can understand the needs of each student.

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?

We struggle with parent involvement at our school. Our current parent association is very active in trying to recruit parents to work with the school. Many of our parents are identified as speaking Spanish at home. Many parents require translation services when they visit our school. We also try to have many of the documents that we mail home translated to Spanish.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	1	1	0	0	0	2
Intermediate(I)							4	0	5	2	5	6		22
Advanced (A)							8	8	4	4	2	2	2	30
Total	0	0	0	0	0	0	12	8	10	7	7	8	2	54

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	3			7
7	5	4			9
8	0	3			3
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	

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		6		2				8
7	4		3		2				9
8	0		3		0				3
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			3						3
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			3						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	2		0	
Math <u>Algebra</u>	6		2	
Math <u>Geometry</u>	1		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	2		0	
Living Environment	2		2	
Physics	0		0	
Global History and Geography	5		5	
US History and	2		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language	2		2	
Other <u>RCT Scienc</u>	1		1	
Other <u>RCT Global</u>	3		0	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

We use an assessment tool called scholastic reading inventory (SRI) that measures student reading level. We also use the Acuity diagnostic and predictive tool from McGraw Hill. We have found that our ELL students struggle with reading comprehension and so struggle with standardized test that assess these skills. We have set up multiple reading electives that work on building literacy to tackle this problem. We

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.

extended time on tests and the use of glossaries for some assessment. We are working to have these students best use the resources that are available to them. We judge the success of the programs of our ELL population based on their growth in literacy and their constant

Additional Information

We lost our ESL instructor due to budget cuts last year. We searched extensively to replace this position without much success over the summer. For the first few weeks of the semester we used assistant principals with many years of experience teaching ELA to provide service to these students. We have now hired a full time teacher with many years as an ESL instructor to provide services to the ELL students in our population.

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		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Academy of Letters						
District:	7	DBN:	07X551	School		320700011551	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.7/93.6	94.4/	93.1 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.3	97.9	97.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	88	83	82	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	83	87	75		73.4	89.2	86.9
Grade 8	0	79	82				
Grade 9	90	101	87	Students in Temporary Housing - Total Number:			
Grade 10	92	79	88	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	81	81	75		3	14	11
Grade 12	67	71	81				
Ungraded	1	0	1	Recent Immigrants - Total Number:			
Total	502	581	571	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	6	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	46	45	Principal Suspensions	4	0	0
# in Collaborative Team Teaching (CTT) Classes	18	27	29	Superintendent Suspensions	12	6	15
Number all others	27	42	39				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	2	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	46	59	TBD	Number of Teachers	30	39	51
# ELLs with IEPs	7	19	TBD	Number of Administrators and Other Professionals	6	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	47	% fully licensed & permanently assigned to this school	100.0	100.0	93.9
				% more than 2 years teaching in this school	40.0	30.8	35.3
				% more than 5 years teaching anywhere	6.7	12.8	29.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	72.0	80.4
American Indian or Alaska Native	0.2	0.0	0.2	% core classes taught by "highly qualified" teachers	87.8	90.5	79.0
Black or African American	36.9	34.9	33.8				
Hispanic or Latino	60.4	63.3	64.8				
Asian or Native Hawaiian/Other Pacific	1.8	1.2	1.1				
White	0.6	0.3	0.2				
Male	38.8	42.5	41.5				
Female	61.2	57.5	58.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							-
Black or African American	v	v		-	-		-
Hispanic or Latino	v	v		v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-		-
White				-	-		
Multiracial	-	-		-	-		
Students with Disabilities	vsh	v		-	-		-
Limited English Proficient	-	-		-	-		-
Economically Disadvantaged	v	v		v	v		
Student groups making	5	5		3	3		1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B / A	Overall Evaluation:					NR
Overall Score:	56.7 / 85	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.5 /	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.8 / 23.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.4 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	6 / 1.5						

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