



BRONX ACADEMY SENIOR HIGH

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 08X560
ADDRESS: 1440 STORY AVENUE
BRONX, NY 10473
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X560 **SCHOOL NAME:** Bronx Academy Senior High

SCHOOL ADDRESS: 1440 Story Avenue, Bronx, NY, 10473

SCHOOL TELEPHONE: 718-860-5060 **FAX:** 718-860-5063

SCHOOL CONTACT PERSON: Ron Link **EMAIL ADDRESS:** Rlink2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ron Link

PRINCIPAL: Gary Eisinger

UFT CHAPTER LEADER: Linda Butkowski

PARENTS' ASSOCIATION PRESIDENT: Lilian Castillo

STUDENT REPRESENTATIVE:
(Required for high schools) Jesse Rodriguez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** Fordham PSO

NETWORK LEADER: Marge Struk

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Gary Eisinger	*Principal or Designee	
Linda Butkowski	*UFT Chapter Chairperson or Designee	
Lillian Castillo	*PA/PTA President or Designated Co-President	
Lenora Julius	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Joyce Fowler	DC 37 Representative, if applicable	
Jesse Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Louis Fuentes	Student	
Naida Pastrana	CBO Representative, if applicable	
Margaret Struk	Member/Fordham PSO	
Jascinth Findlay	Member/Teacher	
Patricia Guzman	Member/Parent	
Regina Rodriguez	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Bronx Academy Senior High is a small transfer high school in the Soundview Educational Complex.

In prior years, we were referred to as an "alternative" school. Students come to us through referral by their high school guidance counselor and transfer here from other academic settings. They are often "over-aged" and "under-credited." In 2003, Bronx Academy was formed as a transfer high school through the merger of Bronx Outreach and Borough Academy. Gary Eisinger, our school's third principal, came on board in late July of 2010.

Systemic changes have been wrought in a short amount of time to help foster student success through initiatives that will lead to improved school climate, credit accumulation, attendance, graduation rate, and Regents accumulation rate. Success means our administration, teachers, students and support staff are working hard to break old habits and patterns.

Our school mission is to inspire student voice in academics, community and self-advocacy.

To support students in reinventing themselves as adults with a voice and committing to being successful in their academic pursuits, a strategic partnership was formed with Good Shepherd Services which more than doubled the number of Social Workers at our school.

To further meet the needs of each student, our faculty has a daily common preparation period in order to permit the development of a true learning community that is crafting a cohesive program of instruction and conferencing about student development. Our learning community is based on the four adult developmental pillars of teaming, leadership roles, collegial inquiry and mentoring.

State-of-the-art data mining, an online parent/teacher/student interface, and curriculum mapping are recently instituted features of our school as it continues on its upward trajectory.

Our faculty, support staff, and administration work together to personalize the experience of each student at Bronx Academy Senior High. Students' educational and social-emotional needs are assessed and an individualized advocacy plan (IAP) to inspire each student's unique voice is implemented, monitored and continuously revised until graduation. In order to identify the needs of each student, the IAP is revised each term through consultations between each student and their school advocate. These meetings take place on a weekly basis.

Student IAPs are informed by contributions from our entire learning community- teachers, guidance, administration, and other staff. Based on each student's IAP, Bronx Academy Senior High provides the appropriate academic and socio-emotional services to each of our students. Our students utilize academics, community and self-advocacy as the bases for finding, developing and expressing their own positive voice in school and in the world beyond graduation.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

**CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	High School X560 - Bronx Academy High School								
District:	8	DBN:	08X560	School BEDS Code:	320800011560				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9		Ungraded		
	2		6		10	√			
Enrollment				Attendance - % of days students attended:					
<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						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				59.2	52.5	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	0	0	0				74.8	82.0	87.2
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	312	185	198	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	48	66	82				1	20	TBD
Grade 12	42	149	83						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	402	400	363	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							7	7	0
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of 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	0	0	0	Principal Suspensions			16	16	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions			27	14	TBD
Number all others	41	39	39						
<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
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	0	Number of Teachers			25	23	TBD
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	17	22	26						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			X
Math:				Math:			X
Science:				Graduation Rate:			X
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	X	X	30
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				0	0	0	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation:			√
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			√
School Environment: <i>(Comprises 15% of the Overall Score)</i>				Quality Statement 2: Plan and Set Goals			√
School Performance: <i>(Comprises 25% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			√
Student Progress: <i>(Comprises 60% of the Overall Score)</i>				Quality Statement 4: Align Capacity Building to Goals			√
Additional Credit:				Quality Statement 5: Monitor and Revise			√
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	1	1	Number of Administrators and Other Professionals	10	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	175	119	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	76.0	78.3	TBD
				% more than 5 years teaching anywhere	64.0	78.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	88.0	91.0	TBD
American Indian or Alaska Native	0.2	1.0	0.8		96.5	91.7	TBD
Black or African American	45.8	43.3	41.9				
Hispanic or Latino	51.7	55.0	55.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.5	1.1				
White	1.5	0.3	0.6				
Male	51.7	45.5	46.3				
Female	48.3	54.5	53.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
			√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	F	Overall Evaluation:	Underdeveloped
Overall Score	33.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Underdeveloped
School Environment (Comprises 15% of the Overall Score)	F	Quality Statement 2: Plan and Set Goals	Underdeveloped
School Performance (Comprises 25% of the Overall Score)	C	Quality Statement 3: Align Instructional Strategy to Goals	Underdeveloped with Proficient Features
Student Progress (Comprises 60% of the Overall Score)	F	Quality Statement 4: Align Capacity Building to Goals	Underdeveloped with Proficient Features
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	Underdeveloped
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our school's most recent qualitative and quantitative data reveals the following trends: (1) a school environment that negatively impacts student attendance and performance; (2) poor credit accumulation; (3) a low graduation rate, and, (4) a low Regents accumulation rate. Our school's most recent Quality Review designation was underdeveloped with a Progress Report grade of F.

A significant aid to continuous school improvement is new school leadership's implementation of structures and systems to address the aforementioned deficiencies:

- (1) A new student-centric mission/vision to guide decision making and ensure internal coherence and school development.
- (2) Online curriculum mapping to align classroom instruction with the school's new mission/vision and to develop school-wide instructional coherence.
- (3) Longer instructional periods and a trimester system to facilitate deeper instruction and credit accumulation.
- (4) Restructured student programming around student need and differentiating courses based on student readiness as evidenced by Regents results.
- (5) Good Shepherd Services was contracted to work with high-risk students on improving attendance and academic performance. Addition of their services resulted in a 50 to 1 counselor/social worker to student ratio from 100 to 1.
- (6) A student focus group was formed before the start of the school year to gauge student concerns and school environment.
- (7) A student advocate program was initiated with a focus on learning conversations between students and their staff advocate about individual student academic, community and other personal goals.
- (8) Learning communities based on the four adult developmental pillars of teaming, leadership roles, collegial inquiry and mentoring to improve instruction and teacher environment satisfaction.
- (9) A new website as a platform for information sharing between all members of the school community. Surveys, online assignments, and the ability to download assignments and upload student work.

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.

(1) Increase student credit accumulation per semester in the 0.00-11.0 and 11.01-22.00 credit range from 1.60 to _____ and from 1.96 to _____, respectively on the 2011 Progress Report.

(2) 100 percent of teachers will develop curriculum maps that integrate our schools mission through academics, community and self advocacy by the end of the 2010 school year.

(3) Change the tone of the school to be reflective of our mission and vision through Student Survey increases on the P2001 Progress Report as follows:

- My school helps me to develop challenging academic goals. (Increase strongly agree from 12 percent to 17 percent.)
- My teachers inspire me to learn. (Increase agree and strongly agree from 61 percent to 66 percent.)
- On a scale of 1 to 4, how comfortable are you talking to teachers and other adults about something that is bothering you? 52 percent of students are uncomfortable or very uncomfortable speaking with an adult in the school. (We will lower this rate to below 47 percent.)
- Teachers in my school treat students with respect. 69 percent of students agree or strongly agree with this statement. (We will raise this rate to 74 percent next year.)
- Adults at my school yell at students. 68 percent of students felt that adults yelled at them some, most or all of the time. (We will reduce this rate by at least 5 percent to 63 percent.)

(4) Implement a school-wide system of data gathering, analysis and usage that provides all stakeholders with an overview of student strengths and weaknesses that inform instruction and organizational decisions evidence by:

- 90 percent of staff will utilize electronic grade keeper (Skedula) which will be open to students and parents to view student progress and anecdotes in real time
- All Curriculum maps will reflect differentiated instruction based on data culled from ARIS, Skedula, HSST, Acuity, Performance Series and Progress Reports

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.

CREDIT ACCUMULATION

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase student credit accumulation per semester in the 33.01-38.00 credit range from 3.51 to 4.0 on the 2011 Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Implement a trimester system to enable students to earn up to 18 credits per year versus 14 per year under a semester system • Establish system to align our distance learning program with new state regulations for credit recovery which now require supervision by licensed teachers for each departmental area • Advocacy classes established to create a system for teachers to regularly (weekly) have a time and place to set goals with every student, and monitor and revise those goals as necessary • Reprogramming of English and Social Studies classes to provide greater flexibility in student scheduling • Daily school-wide Professional Development (a singular Circular 6 option) to target curriculum mapping and use of data to increase rigor and relevance in daily student experience
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Tax Levy • Title I • Contract for Excellence • Translation <p>Supervisors, teachers, coaches, parent coordinator, guidance counselors, family assistants, librarian, computer technician, school aides, and Plato</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Credit accumulation rates each trimester
- Scholarship reports each marking period
- Use of electronic grade books to view snapshots of student progress in real time
- Attendance at Advocacy Groups

CURRICULUM MAPPING

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100 percent of teachers will develop curriculum maps that integrate our schools mission through academics, community and self advocacy by the end of the 2010 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Master schedule developed to provide built in planning time for the whole school, 4 times per week, to facilitate this multi-year curriculum-mapping project. • Daily professional development in <ul style="list-style-type: none"> ○ Utilizing Understanding by Design as the conceptual and structural framework for curriculum development ○ Unpacking NYS & CCSS through Understanding by Design ○ Using Atlas Rubicon- online curriculum mapping software to develop a school-wide curriculum in all subject areas ○ Differentiating instruction through content, process, product, & learning environment ○ Examining data (Acuity, Performance Series, Progress Report, Quality Review, Datacation, formative & summative assessments, and student work) to tailor instruction to increase student academic achievement • Core Curriculum Mapping team will attend workshops and turnkey to their departments
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Tax Levy • Title I • Contract for Excellence <p>Supervisors, teachers, coaches, parent coordinator, guidance counselors, family assistants, librarian, computer technician, school aides, and Plato</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will develop a horizontal alignment to our initial map that integrates our core values of student voice in academics, community and self-advocacy. • Teachers will use lesson plans keyed to their curriculum map as evidenced in observation reports. • Teachers will align instruction with NYS standards and CCSS as demonstrated in their curriculum map. • Teachers will create subject area curriculum maps saved online in Atlas Rubicon • Teachers will create units that differentiate instruction based on data that reveals

student strengths & weaknesses (readiness) and interests

- Teachers will create varied learning environments observed during walk throughs and observations
- Teachers will employ content that engages student voice in academics, community & self-advocacy
- Students will demonstrate understanding of school mission through varied work products around academics, community and self-advocacy
- Daily Circular 6 agenda and roster will reflect professional development and curriculum planning
- Teacher logs will indicate self reflections on interdisciplinary planning, inter-visitations and execution of instruction

Subject/Area (where relevant): SCHOOL TONE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Change the tone of the school to be reflective of our mission and vision through Student Survey increases on the P2001 Progress Report as follows:</p> <ul style="list-style-type: none"> • My school helps me to develop challenging academic goals. (Increase strongly agree from 12 percent to 17 percent.) • My teachers inspire me to learn. (Increase agree and strongly agree from 61 percent to 66 percent.) • On a scale of 1 to 4, how comfortable are you talking to teachers and other adults about something that is bothering you? 52 percent of students are uncomfortable or very uncomfortable speaking with an adult in the school. (We will lower this rate to below 47 percent.) • Teachers in my school treat students with respect. 69 percent of students agree or strongly agree with this statement. (We will raise this rate to 74 percent next year.) • Adults at my school yell at students. 68 percent of students felt that adults yelled at them some, most or all of the time. (We will reduce this rate by at least 5 percent to 63 percent.)
<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>	<ul style="list-style-type: none"> • Advocacy groups will be programmed with a staff to student ratio no greater than 12:1 to monitor and revise student goals and assist students with self-advocacy • Administer surveys using survey monkey and the school web site to elicit student voice around instructional and organizational decisions and programs • Rewrite student handbook to reflect core values of Mission and Vision • Weekly PPT meetings to identify and provide needed interventions to students who are demonstrating particular difficulty with adapting to school – attendance, behavioral, family issues • Weekly Guidance meetings to insure programming, scheduling, and logistical issues around student life are monitored, addressed and revised as needed • Weekly attendance meetings held to identify truants, discuss targeted intervention strategies, and devise incentives to improve attendance • Monthly Crisis intervention team meetings to be prepared for and address more serious issues affecting our school community • Utilize on-site CBO, Good Shepherd to provide targeted interventions and referrals • Continuous review of student programs to insure alignment with graduation requirements • Reintroduce clubs and after school activities to engage students in the fabric of the

	<p>school</p> <ul style="list-style-type: none"> • Provide District and other professional development for Guidance Counselors • Meet daily with AP Administration and AP Supervision to keep abreast of systemic and instructional issues that impact school tone
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy • Title I • Contract for Excellence <p>Supervisors, teachers, coaches, parent coordinator, guidance counselors, family assistants, librarian, computer technician, school aides, and Plato</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • DOE Student Surveys • Building walk-throughs with Network Leader • OORS Reports • Classroom observations/presentations/small group sessions • Advocacy groups • Daily, weekly, monthly and year-to-date Attendance Reports • Scholarship Reports • Cutting Reports • Report Cards • Student Enrollment in Extra-Curricular Activities

DATA SYSTEMS

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement a school-wide system of data gathering, analysis and usage that provides all stakeholders with an overview of student strengths and weaknesses that inform instruction and organizational decisions evidence by:</p> <ul style="list-style-type: none"> • 90 percent of staff will utilize electronic grade keeper (Skedula) which will be open to students and parents to view student progress and anecdotes in real time • All Curriculum maps will reflect differentiated instruction based on data culled from ARIS, Skedula, HSST, Acuity, Performance Series and Progress Reports
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Training in the use of ARIS, Skedula, Performance, Series & ARIS will occur during our daily professional development period • Teacher teams will utilize technology to gather and synthesize data in furtherance of student's academic and social-emotional goals • Inquiry teams will meet regularly to use data to identify individuals and groups that are off track for graduation and/or have academic/social emotional issues that require targeted intervention • Master schedule developed to provide built in planning time for the whole school - 4 times per week to facilitate data gathering and analysis
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Tax Levy • Title I • Contract for Excellence <p>Supervisors, teachers, coaches, parent coordinator, guidance counselors, family assistants, librarian, computer technician, school aides, Atlas Rubicon Curriculum Mapping Software, and Skedula</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Inquiry team meeting agendas and communications to the broader school community • Circular 6 meeting agendas and rosters

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	N/A							
10	90	20	20	25	100	N/A	20	
11	40	20	20	25	50	N/A	10	
12	20	20	20	25	25	N/A	10	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	English Regents Prep is conducted during Saturday School. Students are able to accumulate credit and make up credit. Advocacy teacher offices hours every Wednesday for ELA.
Mathematics:	Math teachers may provide tutoring and/or make-up work every Wednesday from 2:05 to 3:50 pm. Students are able to accumulate credit and make up work.
Science:	Science teachers may provide tutoring and/or make-up work every Wednesday from 2:05 to 3:50 pm. Students are able to accumulate credit and make up work. Saturday School is also offered on a regular basis.
Social Studies:	Global and American History Regents Prep is conducted during Saturday School. Students are able to accumulate credit and make up credit. Advocacy teacher offices hours every Wednesday for ELA.
At-risk Services Provided by the Guidance Counselor:	In addition to mandated counseling, students are scheduled for additional academic and other counseling. Good Shepherd Services.
At-risk Services Provided by the School Psychologist:	Provides testing of students to identify their academic progress.
At-risk Services Provided by the Social Worker:	Provides mandated counseling as per student IEP. Transitional services also provided. Good Shepherd Services.
At-risk Health-related Services:	Nurse on staff to address student health conditions such as diabetes and asthma.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 10-12 **Number of Students to be Served:** 31 LEP 300 Non-LEP

Number of Teachers 20 **Other Staff (Specify)** 15 Aides, Secretaries and Paraprofessionals

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.

At Bronx Academy Senior High instruction is delivered through a self-contained ESL model in both heterogeneous and homogeneous classrooms. Our 31 ELL's in grades 10 – 12 are programmed for ESL instruction based on their NYSESLAT results administered by our ESL teacher. We have the proper teacher to student ratio to ensure the mandated number of instructional minutes are delivered. Beginning and intermediate students receive 590 minutes of instruction while advanced students receive 295 minutes per week. Content areas are taught by an ESL teacher (Spanish) employing instructional strategies such as scaffolding, background, prior knowledge, vocabulary instruction, group and individual practice of all skills, and phonic awareness. Differentiated instruction in ELL subgroups is conducted through identification of SIFE students whose NYSESLAT results determine readiness and instruction is tailored accordingly through targeted content, process, and product. Our ESL and NLA (Spanish) teachers meet with other subject area teachers to discuss instructional strategies and supports for ELL students in their classes including the SIOP method. Curriculum is adjusted accordingly to reflect this consideration. Given that we are a transfer school, many of our students are in the 4 to 6 year service category. All of our ESL students receive ELA instruction for credit accumulation. They are provided at least their mandated minutes of ESL instruction, a Native Language class (Spanish) and whatever courses are required for credit accumulation. Classes are taught by fully certified teachers, who have a bilingual extension whenever possible. ELLs receiving service for 4 to 6 years and Long-term ELLs are offered additional academic intervention services including counseling, tutoring, and regents prep classes. Special Needs ELLs who are in our school typically have taken RCT exams. Our ESL teacher provides them targeted instruction based on their performance on these exams. We have a para assigned to one of our SPED ELL students. We offer a Saturday Program for ELL's with our ESL teacher pushing in with content teachers to provide additional supports in each subject area. Parent supports include providing translators at PA and SLT meetings, translating mailings and translating our web page into multiple languages.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Our only ESL teacher has gone to several SIOP workshops provided by our LSO. He is also working with the LSO's ESL specialist. In-house mentoring is provided to him by our Assistant Principal, Supervision who meets with him once a week, observing teaching and developing lesson plans informed by student data.

SIOP strategies were turn-keyed to all staff members including counselors, general ed. teachers, secretaries and the parent coordinator during our professional learning community time. These sessions occurred multiple times during the year. All subject area teachers are required to meet periodically with ESL teacher to go over differentiation strategies and student progress.

Section III. Title III Budget

School: Bronx Academy Senior High BEDS Code: 32080011560

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	\$7,500 Teacher Per Session \$2,500 Supervisor Per Session	150 hours of per session for ESL and General Ed teachers to support ELL Students + 50 hours for administrator. Sessions held on Saturdays and after school.
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,500 Books \$1,500 Supplies	ESL books, books differentiated by reading level and books on tape as well as supplies for Saturday Program - Titles planned are <u>Romeo and Juliet</u> , by No Fear Shakespeare Graphic Novels, <u>The Man in the Iron Mask</u> , a Graphic Novel, <u>The Giver</u> a Compact Disc and Book, and <u>Brian's Song</u> and <u>Kite Runner</u> on DVD.
Educational Software (Object Code 199)	N/A	
Travel		
Other	\$2,000	Plays and other cultural experiences targeting ELL students: A field trip to a Broadway show and dinner (<u>In the Heights</u> , \$77 per ticket and dinner - \$20 per student for 20 students and adults – \$2,000).
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home language survey results are used to assess the language spoken at the student's home. This data is used to determine the number of language documents for translation. Parents received translated literature in their home language. Oral interpretation availability is reviewed and provided in a similar manner using staff or oral interpretation services.

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.

The major findings for our school's written translation and oral needs are that a large number of students' parents speak Spanish at home. We have two homes that speak French and Urdu. The staff is informed of the language needs of students through the use of the ARIS. The translation interpretation process is distributed to staff.

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.

Bilingual staff members provide interpretation/translation services for parents who speak Spanish. For students' parents who speak French or Urdu, translation services will be provided by LIS (Legal Interpreting Service) at 718-237-8919.

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.

The school uses staff members who speak Spanish to translate for Spanish speaking families. Oral interpretation for Urdu or French will be provided by an outside contractor.

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>.

Information will be posted regarding services available. Information about the services will also be mailed to the homes of students.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$278,520	\$147,476	\$425,996
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,785	\$1,475	\$4,260
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,926	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$27,852	*	

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See page 11, Section IV.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

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

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

See page 13, Action Plans.

3. Instruction by highly qualified staff.

All teachers are state certified in their license area.

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.

Daily Learning Community session for C6, our Network and the DOE Division of Performance and Accountability.

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

N/A

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

See Title 1 Parent Involvement Policy.

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.

Teachers have input through departmental and faculty conferences, common planning time, and response evaluations on surveys.

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

Our advocacy program, Saturday school, and PLATO for credit recovery and instructional support.

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

N/A

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

NCLB/SED Status: Good Standing **SURR³ Phase/Group (If applicable):** N/A

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement. N/A, 2009-10
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development N/A, 2009-10
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand., N/A, 2009-10

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 5
2. Please describe the services you are planning to provide to the STH population. Clothing assistance and Christmas/Easter/Holiday Shopping as well as frequently scheduled meetings with our parent coordinator to understand and address their needs.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

Title I Parent Involvement Policy

I. General Expectations

Bronx Academy Senior High agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvements of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meet the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic leaning and other school activities, including ensuring:
 - that parents pay an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. The Bronx Academy Senior High will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DECEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Inform the parent representative of the meetings at the District Parental Involvement Planning Sessions
 - Work with the parent liaison to share information with the committee from the District and collect feedback
2. Bronx Academy Senior High will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA”
 - Include the parent liaison in the review of the school and improvement

3. Bronx Academy Senior High will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (List activities)
 - Transcript Reading Graduation Requirements
 - Career Exploration and Resume Writing
 - Computer Literacy
 - Homework Helper
 - Attendance Outreach

4. Bronx Academy Senior High will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: N/A

5. Bronx Academy Senior High will take the following actions in conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Evaluation will be conducted through parent survey mailed home and distributed at the PTA, SLT, and Title I meeting. It will be reviewed at the Title I meeting by the members. The findings will be shared at the PTA, SLT, and Title I meeting.
 - Persons responsible for conducting the evaluation include the parent coordinator, Title I parent representative, and the school representative.
 - Role of the parents is to provide input and serve as liaison between the school and the parents, provide feedback and outreach to parents, and participate at the Title I, PTA, and SLT meetings.

6. Bronx Academy Senior High will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - I. The State's academic content standards;
 - II. The State's student academic achievement standards;
 - III. The State and local academic assessments including alternate assessments, the requirements of Part A. how to monitor their child's progress, and how to work with educators:
 - In state and out of state workshops, conferences and/or classes;
 - Any equipment and other materials that may be necessary to ensure success

 - b. Bronx Academy Senior High will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Transcript Reading Graduation Requirements
 - Career Exploration and Resume Writing
 - College Process
 - Computer Literacy
 - Homework Helper
 - Attendance Outreach

- c. Bronx Academy Senior High will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - Providing teachers with access to individual student class rosters (ARIS data base) for complete with biographical student information.
 - Parent will receive training in the use of ARIS to monitor student progress.
 - Interim Progress Reports are sent to homes by each student's teacher with update of student progress.
 - Graduating seniors receive information mailed home regarding the status of the graduate.

- d. Bronx Academy Senior High will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - Information for parent's resource centers will be shared with the parents by our parent coordinator.

- e. Bronx Academy Senior High will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Information will be posted on the monthly Parent Newsletter that is posted in the school and mailed.
 - Information will be shared at the monthly PTA and SLT meeting.

III. Discretionary School Parental Involvement Policy Components

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parents involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this document. This policy was adopted by the BRONX ACADEMY SENIOR HIGH on 12/01/10 and will be in effect for the period of 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 12/17/2010.

Principal's Signature: _____

Date: _____

School Parent Compact

Bronx Academy Senior High and the parents of the students participating in activities, services, and programs funded by Title I, Part A of Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions School Responsibilities

Bronx Academy Senior High will:

- ø provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as following

Bronx Academy Senior High is committed to empowering students and their parents to be active participants in their own academic and social success by providing them with a quality education.

We provide a safe and caring environment for students where they can achieve academic excellence through standards based curriculum, with flexible programming, accelerated credit accumulation, and highly qualified staff with experience in differentiating instruction and preparation for life through career exploration. Our school ensures a quality education for all by nurturing student responsibility, accountability and high self-esteem.

- ø hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Thursday, October 28, from 5:30 p.m. to 8:00 p.m.
 - Friday, October 29, from 1:00 p.m. to 3:00 p.m.
 - Thursday, March 17, from 5:30 p.m. to 8:00 p.m.
 - Friday, March 18, from 1:00 p.m. to 3:00 p.m.
- ø provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Students' Progress Report mailed three times per term by the individual teachers
 - Report Cards distributed during open school and PTA meeting. Unclaimed report cards will be distributed to the students and/or mailed
 - Phone calls home will be made daily to report student attendance issues and progress
 - Home visits will be made on an add needed basis
- ø provide parents reasonable access to staff. Specifically, staff will be available for consultation with the parents as follows:
 - Staff members are available on their prep and by appointment during regular school hours from 8:00 a.m. to 2:50 p.m.
 - Staff members can also be reached by phone by calling the school and requesting to speak to the staff member
- ø provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are encouraged to participate in school activities, awards, trips
 - Parents are encouraged to volunteer to work with the parent coordinator during the school day
 - Classroom visits are encouraged throughout the year

- ø involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
- ø involved parents in the joint development of any School wide Program plan, in an organized, ongoing, and timely way.
- ø hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A. programs (participating students), and will encourage them to attend.
- ø provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in language that parents can understand.
- ø provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ø on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ø provide to each parent an individual student report about the performance of their child on the State Assessment in at least math, language arts and reading.
- ø provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCKLB).

Parent Responsibilities

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

- ø supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - taking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch; make recommendations of how much T,V. is allowable
- ø volunteering in my child's classroom;
- ø participating, as appropriate, in decision relating to my children's education;
- ø participating in school activities on a regular basis;
- ø promoting positive use of my child's extracurricular time.

- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding within an appropriate time frame.
- serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child everyday when necessary.
- providing my child with a library card.
- understanding and accepting:
 - communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;
 - helping my child accept consequences for negative behavior;
 - being aware of and following the rules and regulations of the school and district;
 - supporting the school’s discipline policy;
 - express high expectation and offer praise and encouragement for achievement.

Optional Additional Provisions

Students Responsibilities (revise as appropriate to grade level)

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

- Do my homework everyday
- Ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Support school tone and obey school policies such as electronics
- Attend school and all classes ever day
- Be punctual
- Obtain a library card

NAME	SIGNATURE	DATE
Bronx Academy H.S. Principal Gary Eisinger		
Parent(s) – Print Name Lilian Castillo		
Student (if applicable) Print Name Jesse Rodriguez		

(NOTE: Signatures are not required. The NNCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged).

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School X560 - Bronx Academy High School					
District:	8	DBN:	08X560	School		320800011560

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	185	198	138				
Grade 11	66	82	68				
Grade 12	149	83	137				
Ungraded	0	0	0				
Total	400	363	343				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	59.2	52.5	56.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.8	87.2	83.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	20	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	7	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	16	16	18
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	27	14	18
Number all others	39	39	31				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	23	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	13
# receiving ESL services only	22	26	TBD				
# ELLs with IEPs	1	1	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	3

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
	175	119	272	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.0	78.3	90.0
				% more than 5 years teaching anywhere	64.0	78.3	90.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	91.0	90.0
American Indian or Alaska Native	1.0	0.8	1.2	% core classes taught by "highly qualified" teachers	96.5	91.7	100.0
Black or African American	43.3	41.9	40.8				
Hispanic or Latino	55.0	55.4	56.0				
Asian or Native Hawaiian/Other Pacific	0.5	1.1	1.5				
White	0.3	0.6	0.6				
Male	45.5	46.3	43.4				
Female	54.5	53.7	56.6				

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	

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:	ELA: X
Math:	Math: X
Science:	Graduation Rate: X

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				X	X	X	30
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
Student groups making				0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	F	Overall Evaluation:	U
Overall Score:	35.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	U
School Environment:	3.7	Quality Statement 2: Plan and Set Goals	U
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	11.7	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	U
Student Progress:	19.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Fordham PSO	District 08	School Number 560	School Name Bronx Academy HS
Principal Mr. Gary Eisinger		Assistant Principal Mr. Ronald Link	
Coach N/A		Coach N/A	
Teacher/Subject Area Mr. Jose Soto, ESL		Guidance Counselor Ms. Linda Vinecour	
Teacher/Subject Area Ms. Joan Bailey, Spanish		Parent Lillian Castillo	
Teacher/Subject Area Rafael Borges, Bilingual Math		Parent Coordinator Ms. Marileysi Garcia	
Related Service Provider Ms. Katherine Heilman		Other type here	
Network Leader Ms. Martha Strunk		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	330	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	10.61%
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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.

Bronx Academy Senior High is a transfer school that accepts ESL students from other high schools in New York City. Our student population is generally over-aged and undercredited. Students are initially identified as ELLs based on the records submitted when they apply to our school. Students new to the NYCDOE are provided the Home Language Survey, administered by our licensed ESL teacher, in any language that parents speak. If as student is identified as a possible ELL, the LAB-R is administered. Parents are informed when come to orientation for our school about the three programs offered in NYC and, if enough parents desire a TBE or DL program, we take steps to provide it. This has not been the case. Parents are informed that we provide a Freestanding English as a Second Language program. Students who do enroll in our school are administered the NYSESLAT test by our licensed ESL teacher. Our ESL teacher makes instructional recommendations to teachers based on individual student performance on the NYSESLAT test. Entitlement letters are given to parents and explained in Spanish if required. The entire process is completed within 10 days of a student's enrollment at our school.

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												1	1	2
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	1	1	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	5
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	25

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	1	0	8	1	1	22	2	4	33
Total	3	1	0	8	1	1	22	2	4	33

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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											15	6	10	31
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	15	6	12	33

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.

At Bronx Academy Senior High instruction is delivered through a self-contained ESL model in both heterogeneous and homogeneous classrooms. Students are programmed for ESL instruction based on their NYSESLAT results administered by our ESL teacher. We have the proper teacher to student ratio to ensure the mandated number of instructional minutes are delivered. Beginning and intermediate students receive 590 minutes of instruction while advanced students receive 295 minutes per week. Content areas are taught by an ESL teacher (Spanish) employing instructional strategies such as scaffolding, background, prior knowledge, vocabulary instruction, group and individual practice of all skills, and phonic awareness. Differentiated instruction in ELL subgroups is conducted through identification of SIFE students whose NYSESLAT results determine readiness and instruction is tailored accordingly through targeted content, process, and product. Our ESL and NLA (Spanish) teachers meet with other subject area teachers to discuss instructional strategies and supports for ELL students in their classes including the SIOP method. Curriculum is adjusted accordingly to reflect this consideration. Given that we are a transfer school, many of our students are in the 4 to 6 year service category. All of our ESL students receive ELA instruction for credit accumulation. They are provided at least their mandated minutes of ESL instruction, a Native Language class (Spanish) and whatever courses are required for credit accumulation. Classes are taught by fully certified teachers, who have a bilingual extension whenever possible. ELLs receiving service for 4 to 6 years and Long-term ELLs are offered additional academic intervention services including counseling, tutoring, and regents prep classes. Special Needs ELLs who are in our school typically have taken RCT exams. Our ESL teacher provides them targeted instruction based on their performance on these exams. We have a para assigned to one of our SPED ELL students.

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

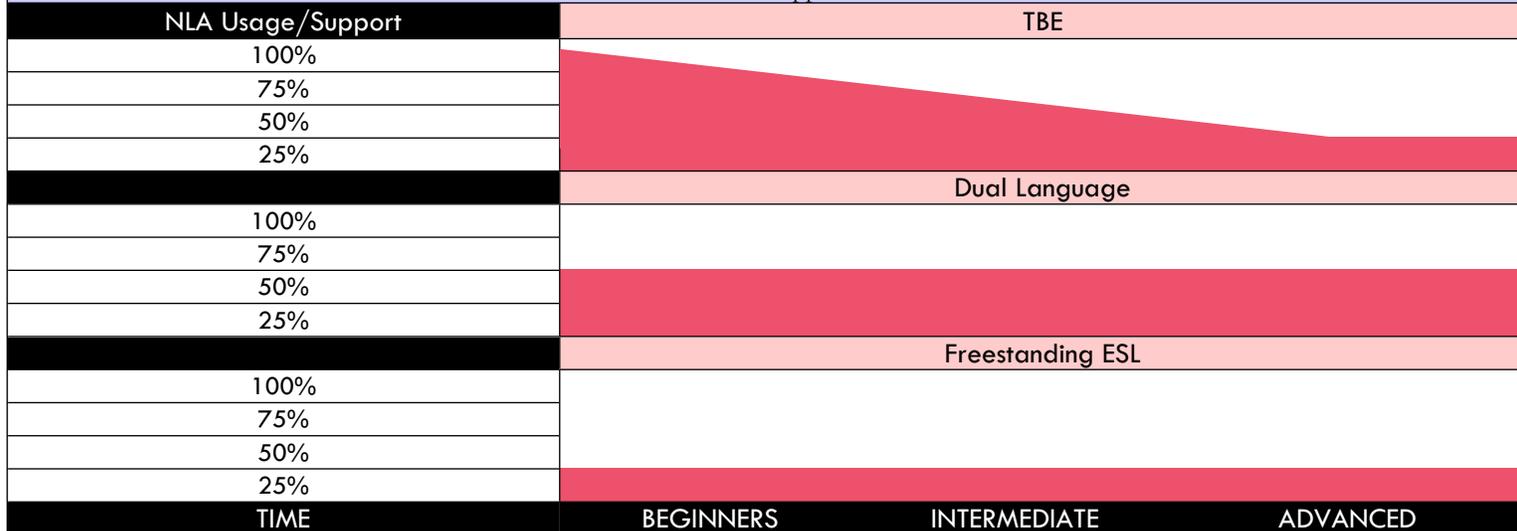
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

As part of our data analysis related to instructional best practices, we have concluded that our ESL population needs additional assistance in the ELA and Social Studies Regents. We will be providing them with additional tutoring services for five Saturdays, five hours each for a total of 25 hours. Also, scaffolding, background, prior knowledge, vocabulary instruction, practice of all the skills, and phonic awareness are teaching strategies employed by all of our teachers who have ESL students in their classes. In terms of technology, students are allowed access to the same computer labs and media programs as any other student in our school. Our AP in charge of ELLs and our ESL teacher have both received SIOP training. Professional development is administered to staff about the SIOP method by the ESL teacher and the AP of ELLs. The ESL teachers consults with subject area teachers about SIOP strategies. ELL reaching proficiency on the NYSESLAT are monitored for consistent academic performance and provided testing accommodations for Regents. No ELL programs will be discontinued for this coming school year. These students are also given a period of Spanish as a Native Language a day to compliment the ESL program. In addition, they are provided with counseling services to facilitate the transition into our academic program. We provide services and support based on credit accumulation given that we are a transfer school. For Parents and newly enrolled students, we offer an orientation session the week prior to the beginning of the semester. During this orientation students are acquainted with our school system, advocate program, credit accumulation, state examinations, etc.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

For all teachers, we provide we a common period of professional development/planning daily. Teachers meet in smaller groups based on subject area/ grade/ or particular student. In addition, teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, includin ELLs. We do not have students transitioning from middle to high school. This year, our ELL teachers intially received training such as the LAP workshop (8 hours) and the SIOP method (8 hours). SIOP training has continued throughout the year through the Fordham PSO for our ESL teacher and AP of Instruction. Professional development is conduced for all staff in the SIOP method by our ESL teacher and AP of Instruction. Teachers regularly meet with our ELL team (ESL and Spanish teacher) to analyze ELL data and collaborate on instructional strategies to meet ELL student needs.

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 have a new website that can be read and viewed in any language. We recently had over 79 parents come to a school meeting. Our parent coordinator mails home all school documents and information translated into Spanish. Good Shepherd, our CBO, has bi-lingual staff who reach out to all ELL parents/guardians in our school community. Parents' needs are evaluated by surveys and phone calls are also conducted by our parent coordinator who conducts workshops in ARIS parent link, fire safety, gang awareness, Respect for All, homeless and runaway awareness, and student performance access through online pupil path. The parent newsletter is published in English and Spanish and mailed out once a month. Parents also chaperone students on trips to Broadway and other artistic venues that feature work thematically related to cultural experience.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1		1	2
Intermediate(I)											10	5	6	21
Advanced (A)											5	1	3	9
Total	0	0	0	0	0	0	0	0	0	0	16	6	10	32

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	22		8	
Math <u>Int. Alg.</u>	29		17	
Math <u>Geo.</u>	5		1	
Biology				
Chemistry				
Earth Science				
Living Environment	22		10	
Physics	5		0	
Global History and Geography	20		6	
US History and Government	19		7	
Foreign Language	16		15	
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

We work with student originating schools to provide us with any ECLAS-2, EL, SOL, Fountas and Pinnel, DRA and TCRWP results that they may have. These are shared with our ESL and other subject area pedagogues who teach our ELLs.

The data patterns revealed across proficiency levels by LAB-R and NYSESLAT results are: (1) listening, reading and writing are modalities that require attention. (2) Speaking is better than the other areas irrespective of proficiency level. Accordingly, our ESL teacher spends more time and effort on listening, reading and writing. Test results taken in English are lower than those taken in Spanish. As a result, our ESL and

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.

home work. To assist students in second language acquisition, we have implemented a solid native language art class to develop their mother tongue skills. We evaluate the success of our programs for ELLs as evidenced by skill acquisition that manifests in credit accumulation, Regents success, and graduation. Moving up in proficiency level is also an indicator of ELL program effectiveness.

Additional Information

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		1/29/11
	Assistant Principal		1/29/11
	Parent Coordinator		
	ESL Teacher		1/31/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

BRONX ACADEMY HIGH SCHOOL 08X560

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$278,520	\$147,476	\$425,996
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,785	\$1,475	\$4,260
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,926	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$27,852	*	

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

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

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

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

Title I Parent Involvement Policy

I. General Expectations

Bronx Academy Senior High agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvements of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meet the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents pay an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. The Bronx Academy Senior High will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DECEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Inform the parent representative of the meetings at the District Parental Involvement Planning Sessions
 - Work with the parent liaison to share information with the committee from the District and collect feedback
2. Bronx Academy Senior High will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA”
 - Include the parent liaison in the review of the school and improvement
3. Bronx Academy Senior High will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (List activities)
 - Transcript Reading Graduation Requirements
 - Career Exploration and Resume Writing
 - Computer Literacy
 - Homework Helper
 - Attendance Outreach
4. Bronx Academy Senior High will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: N/A
5. Bronx Academy Senior High will take the following actions in conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Evaluation will be conducted through parent survey mailed home and distributed at the PTA, SLT, and Title I meeting. It will be reviewed at the Title I meeting by the members. The findings will be shared at the PTA, SLT, and Title I meeting.
 - Persons responsible for conducting the evaluation include the parent coordinator, Title I parent representative, and the school representative.
 - Role of the parents is to provide input and serve as liaison between the school and the parents, provide feedback and outreach to parents, and participate at the Title I, PTA, and SLT meetings.
6. Bronx Academy Senior High will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - I. The State’s academic content standards;
 - II. The State’s student academic achievement standards;

- III. The State and local academic assessments including alternate assessments, the requirements of Part A. how to monitor their child's progress, and how to work with educators:
- In state and out of state workshops, conferences and/or classes;
 - Any equipment and other materials that may be necessary to ensure success
- b. Bronx Academy Senior High will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Transcript Reading Graduation Requirements
 - Career Exploration and Resume Writing
 - College Process
 - Computer Literacy
 - Homework Helper
 - Attendance Outreach
- c. Bronx Academy Senior High will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Providing teachers with access to individual student class rosters (ARIS data base) for complete with biographical student information.
 - Parent will receive training in the use of ARIS to monitor student progress.
 - Interim Progress Reports are sent to homes by each student's teacher with update of student progress.
 - Graduating seniors receive information mailed home regarding the status of the graduate.
- d. Bronx Academy Senior High will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Information for parent's resource centers will be shared with the parents by our parent coordinator.
- e. Bronx Academy Senior High will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Information will be posted on the monthly Parent Newsletter that is posted in the school and mailed.
 - Information will be shared at the monthly PTA and SLT meeting.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this document. This policy was adopted by the BRONX ACADEMY SENIOR HIGH on 12/01/10 and will be in effect for the period of 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 12/17/2010.

Principal's Signature: _____

Date: _____

School Parent Compact

Bronx Academy Senior High and the parents of the students participating in activities, services, and programs funded by Title I, Part A of Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions School Responsibilities

Bronx Academy Senior High will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as following

Bronx Academy Senior High is committed to empowering students and their parents to be active participants in their own academic and social success by providing them with a quality education.

We provide a safe and caring environment for students where they can achieve academic excellence through standards based curriculum, with flexible programming, accelerated credit accumulation, and highly qualified staff with experience in differentiating instruction and preparation for life through career exploration. Our school ensures a quality education for all by nurturing student responsibility, accountability and high self-esteem.

- ⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Thursday, October 28, from 5:30 p.m. to 8:00 p.m.
 - Friday, October 29, from 1:00 p.m. to 3:00 p.m.
 - Thursday, March 17, from 5:30 p.m. to 8:00 p.m.
 - Friday, March 18, from 1:00 p.m. to 3:00 p.m.
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Students' Progress Report mailed three times per term by the individual teachers
 - Report Cards distributed during open school and PTA meeting. Unclaimed report cards will be distributed to the students and/or mailed
 - Phone calls home will be made daily to report student attendance issues and progress
 - Home visits will be made on an add needed basis
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with the parents as follows:
 - Staff members are available on their prep and by appointment during regular school hours from 8:00 a.m. to 2:50 p.m.
 - Staff members can also be reached by phone by calling the school and requesting to speak to the staff member
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are encouraged to participate in school activities, awards, trips

- Parents are encouraged to volunteer to work with the parent coordinator during the school day
 - Classroom visits are encouraged throughout the year
- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
 - ⇒ involved parents in the joint development of any School wide Program plan, in an organized, ongoing, and timely way.
 - ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A. programs (participating students), and will encourage them to attend.
 - ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in language that parents can understand.
 - ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - ⇒ provide to each parent an individual student report about the performance of their child on the State Assessment in at least math, language arts and reading.
 - ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCKLB).

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - taking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch; make recommendations of how much T,V. is allowable
- ⇒ volunteering in my child's classroom;

- ⇒ participating, as appropriate, in decision relating to my children’s education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child’s extracurricular time.
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding within an appropriate time frame.
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child everyday when necessary.
- ⇒ providing my child with a library card.
- ⇒ understanding and accepting:
 - communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;
 - helping my child accept consequences for negative behavior;
 - being aware of and following the rules and regulations of the school and district;
 - supporting the school’s discipline policy;
 - express high expectation and offer praise and encouragement for achievement.

Optional Additional Provisions

Students Responsibilities (revise as appropriate to grade level)

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

- Do my homework everyday
- Ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Support school tone and obey school policies such as electronics
- Attend school and all classes ever day
- Be punctual
- Obtain a library card

NAME	SIGNATURE	DATE
Bronx Academy H.S. Principal Gary Eisinger		
Parent(s) – Print Name Lilian Castillo		
Student (if applicable) Print Name Jesse Rodriguez		

(NOTE: Signatures are not required. The NNCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged).

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See page 10, Section IV.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

See page 12-18, Action Plans.

3. Instruction by highly qualified staff.

All teachers are state certified in their license area.

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

See Page 10, 14-18

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

N/A – 100% Teachers are Highly Qualified

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

See Title 1 Parent Involvement Policy

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 – We are a Transfer High School

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.

Teachers have input through departmental and faculty conferences, common planning time, and response evaluations on surveys.

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 Pages 20-21, Appendix 1: Our advocacy program, Good Shepherd Services Academic Counseling, Saturday school, and PLATO for credit recovery and instructional support provide students with additional academic supports and the infrastructure necessary to identify issues and provide appropriate recommendations to students and their families.

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.

Way to Work Program provides job training, drop-out prevention and GED training for those students unable to complete their regular day high school diploma requirements.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$278,520	X	10, 12 – 18 & 21
Title I, Part A (ARRA)	Federal	X			\$147,476	X	10, 12 – 18 & 21
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			\$15,000	X	10, 12 – 18, 21 & 22 - 24
Title IV	Federal			X			
IDEA	Federal	X			\$36,356	X	10, 12 – 18 & 21
Tax Levy	Local	X			\$1,593,022	X	10, 12 – 18 & 21

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

N/A – We are an SWP School

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.