



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX COLLEGIATE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x227

PRINCIPAL: DARRYL WHITE **EMAIL:** DWHITE17@SCHOOLS.NYC.GOV

SUPERINTENDENT: DONALD CONYERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Darryl White	*Principal or Designee	
Jay Werner	*UFT Chapter Leader or Designee	
Jasmine Padron	*PA/PTA President or Designated Co-President	
Stephanie Caceres	DC 37 Representative, if applicable	
James Reyes Maddie Aquino	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jesus Hernandez	CBO Representative, if applicable	
Jamie Damico	Member/	
Gicel Adon	Member/	
Nicholas Intriago	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, the whole school attendance rate will increase by at least 3% as measured by the Annual School Attendance Report.

Comprehensive needs assessment

- Scholarly aptitude and success can only be achieved if students are physically present in the classroom on a daily basis. Last year, we set our attendance rate goal at an increase of 2% from 75 to 77. We did not reach our intended goal, however; we did experience a gain of 1.2%. We are continually challenged by a contingent of students who are on our register who never matriculate into the school population. In addition, many of the students in our population are over age and under credited and lack the motivation necessary to complete their educational process.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **1) AIDP Grant-** Working with Good Sheppard to track and intervene with students who had between 20-70 absences in the prior school year, in the 9th, 10th and 11th grades.
 - 2) Student Engagement-** increase student engagement and the number and variety of extracurricular activities that are offered to students.
 - 3) Re-engagement Cohort-** identify 15-25 students who are not engaged in school, as measured by attendance and academic achievement, and provide them with alternative instruction, counseling, and an internship in the afternoon begins December 2011.
 - 4) Attendance Incentives-** offer regular attendance incentives to reward students with strong attendance or who show improvements in their attendance.
 - b) **1) Alternative Instruction Intervention-** small focus group headed by guidance counselor and special education coordinator begins January 2012.
 - 2) Leadership Project-** team with Leadership Project, an outreach social work group that works with the over aged under credited population, begins January 2012.

Strategies to increase parental involvement

- Grassroots Parental Action Initiative: Parental Outreach and involvement. Parents are alerted of student's lack of attendance and are required to confer with administration if students are falling short of attendance goals. Parents and Students are made completely aware that they may face disciplinary action including removal from classes
- Global Connect: parent notification system

- Breakfast with the principal
- Monthly Parent Association meetings
- SLT Meetings: Monthly School Leadership Team meeting comprised of Administrative Leaders, Teachers, Students and Parents to address school wide initiatives and budgetary implementations.
- KidTalk: Weekly Teacher Lead Outreach group that collaboratively focuses on students underperforming in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Regularly attend Recruitment Fairs, collaborate with Teach for America and New York Teaching Fellows to garner a select group of talented educators.
- Retain HQTs with distributive leadership methods that siphon roles and responsibilities attractive to aspiring and high performing teachers.
- Provide full staff professional development opportunities through Class Link, Inc, Ramapo, and GoldMansour & Rutherford.
- Ramapo works extensively with developing teacher classroom management skills. Provides pedagogues with a toolbox of strategies to use when encountering certain behaviors.
- Goldman Mansour & Rutherford helps to develop collaborative co- teaching models and strategies.

Service and program coordination

- Staff and student advisory on an ongoing basis.
- Respect for All: Chancellors initiative headed by the 9th and 10th grade Guidance Team to promote a positive school culture including bully prevention and character education.
- Guidance Team: Provides professional development to staff on Respect For All and Suicide Prevention

Budget and resources alignment

- **AIDP Grant-** Received a grant for \$250,000 to provide a team of social workers to track 9th and 10th grade student attendance and intervene when the attendance is poor.
- **Student Engagement-** Our dean of students is responsible for organizing and providing students with a variety of engaging clubs and activities. In addition, she plans and organizes regular award ceremonies to recognize student performance. In additions, we have set aside \$7,300 in per session for teachers who lead clubs on to of the \$30,000 we are spending on summer school during which we are offering both remedial and enrichment activities.
- **Student Incentives-** We have budgeted \$15,000 for student incentives throughout the year that award students with good attendance and achievement according to varying performance indicators.
- Title 1 funding scheduled in Per diem and OTPS
- Title III Immigration
- Tax Levy
- NYSTL- OTPS
- TL Children First Inquiry team
- Data Specialist

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By August 2012, increase the percentage of 10th and 11th grade students who have passed the Math Regents Exam by at least 10% from 59% to 69%.

Comprehensive needs assessment

- The Math Regents exam is a state mandated exam that has to be passed in order for students to graduate. We are on the School In Need of Improvement (SINI) Comprehensive List to improve Math and English performance. Being placed on this list cements the need to improve our Regents Exam performance that is directly related to student performance in Math in general.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) 1) **Saturday Academy**- Students attend 8 weeks of 3-hour session. Students engage in test preparation and peer tutoring. (Bi-annually 8 weeks before the Regents Exam)
 - 2) **Interim Assessments**- Quarterly Interim assessments. Data is analyzed and individual student goals and overall course goals are set and there is a re-teaching intervention administered to subsets of students as determined by student performance outcomes.
 - 3) Co-Teaching Model for all sections of Regents Prep providing for more individualized, differentiated instruction.
 - 4) **Math Café**- After school regents prep tutoring initiative and homework helper
 - b) Ongoing Department Meetings and Co-planning
 - c) Ongoing Network Lead Content Based Professional Development to assist in building individual lesson planning and curriculum maps designed to align to common core standards reflected on the Regents Exam. Pedagogues in consort with department leaders are responsible for creating curricular maps and materials.

Strategies to increase parental involvement

- Global Connect: parent notification system
- Breakfast with the principal
- Monthly Parent Association meetings
- SLT Meetings: Monthly School Leadership Team meeting comprised of Administrative Leaders, Teachers, Students and Parents to address school wide initiatives and budgetary implementations.
- KidTalk: Weekly Teacher Lead Outreach group that collaboratively focuses on students underperforming in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Regularly attend Recruitment Fairs, collaborate with Teach For America and New York Teaching Fellows to garner a select group of talented educators.
- Retain HQTs with distributive leadership methods that siphon roles and responsibilities attractive to aspiring and high performing teachers.
- Provide full staff professional development opportunities through Class Link, Inc, Ramapo, and GoldMansour & Rutherford.
- Ramapo works extensively with developing teacher classroom management skills. Provides pedagogues with a toolbox of strategies to use when encountering certain behaviors.
- GoldMansour helps to develop collaborative co-teaching models and strategies.

Service and program coordination

- Respect For All- Bully intervention program
- Violence prevention program
- Nutritional program

Budget and resources alignment

- Staffing- We have added three special education teachers and one administrator to our regular appointed staff roster to help co-teach the preexisting math Regents Prep classes
- After School and Saturday School Per session for tutoring.
- Castle Learning

Funding Sources

- Tax Levy
- Contract for Excellence
- NYSTL
- SIFE Grant

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By August 2012, the BCA graduation rate will increase by at least 10%.

Comprehensive needs assessment

- Last year we experienced a 23% decrease in the graduation rate. The graduation rate for 2009-2010 was 61.2%. Our graduation rate for the school year 2010-2011 was 47%. The 2010-2011 graduation rates can be attributed to Cohort M's trend of low attendance rates, subpar credit accumulation rates and low regents passing rates. In order to meet our goal of increasing the graduation rate by at least 10% we need to improve our use of data analysis to inform decisions and drive instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) 1) Regents Prep and Interim assessment Models to improve student performance on exit exams
2) Credit Recovery programs for students who failed classes from prior years
3) Attendance improvement measures as reflected in the above referenced Goal #1
 - b) Teachers and all levels of staff are an inherently integral part of the goal of graduating a proportionately larger percentage of scholars and are active parts of the decision making process on all levels from instruction, intervention, to process and assessment.

Strategies to increase parental involvement

- Global Connect: parent notification system
- Mandatory Parental Meetings with College Counselor to discuss postsecondary transitions and options
- Breakfast with the principal
- Monthly Parent Association meetings
- SLT Meetings: Monthly School Leadership Team meeting comprised of Administrative Leaders, Teachers, Students and Parents to address school wide initiatives and budgetary implementations.
- KidTalk: Weekly Teacher Lead Outreach group that collaboratively focuses on students underperforming in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Regularly attend Recruitment Fairs, collaborate with Teach for America and New York Teaching Fellows to garner a select group of talented educators.
- Retain HQTs with distributive leadership methods that siphon roles and responsibilities attractive to aspiring and high performing teachers.
- Provide full staff professional development opportunities through Class Link, Inc, Ramapo, and Goldman Manseur.
- Ramapo works extensively with developing teacher classroom management skills. Provides pedagogues with a toolbox of strategies to use when encountering certain behaviors.
- GoldMansour & Rutherford helps to develop collaborative co-teaching models and strategies

Service and program coordination

- Respect For All- Bully intervention program
- Violence prevention program
- Nutritional program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

- Title 1 funding- OTPS, Per Diem
- Title III Immigration
- Tax Levy
- NYSTL
- TL Children First Inquiry team
- Data Specialist - Per session

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By August 2012, 11th and 12th grade students will increase English Regents exam pass rate by 10%.

Comprehensive needs assessment

- We currently have a 42% pass rate. 68 out of the 162 students in the 11th and 12th grade cohorts passed the English Regents Exam. We project that through our Literacy Initiative and similar efforts we will see an increase in achievement for at least 10% of our students. English Language Learners and IEP students represent subgroups within this goal. Some academic barriers are our scholars' comprehension skills and a lack of test taking skills. In addition, a large number of our scholars lack prior knowledge and experience with this testing tool and vocabulary levels on the test can be challenging. Some of our practices need to shift to Literacy across the curriculum to help support our scholars. We have successfully begun to place a higher emphasis on decoding and have implemented an impactful initiative on annotation serving as an ongoing assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Smaller Learning Environment, Co teacher Push-ins into ELL and Special Education Classes
 - b) Redesigned Literacy program that separates literacy skills programs
 - c) Periodic Assessments Using Common Core Rubric, SSR, Good, Better, Best practice of rewriting and drafting
 - d) Predictive assessments to create an initiative to preempt failure in earlier grades
 - e) Common Core Curriculum and PD's are initiated by instructors

Strategies to increase parental involvement

- Global Connect: parent notification system
- Breakfast with the principal
- Monthly Parent Association meetings
- SLT Meetings: Monthly School Leadership Team meeting comprised of Administrative Leaders, Teachers, Students and Parents to address school wide initiatives and budgetary implementations.
- KidTalk: Weekly Teacher Lead Outreach group that collaboratively focuses on students underperforming in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Regularly attend Recruitment Fairs, collaborate with Teach For America and New York Teaching Fellows to garner a select group of talented educators.
- Retain HQTs with distributive leadership methods that siphon roles and responsibilities attractive to aspiring and high performing teachers.

- Provide full staff professional development opportunities through Class Link, Inc, Ramapo, and Goldmansour & Rutherford.
- Ramapo works extensively with developing teacher classroom management skills. Provides pedagogues with a toolbox of strategies to use when encountering certain behaviors.
- GoldMansour & Rutherford helps to develop collaborative co-teaching models and strategies

Service and program coordination

- Respect For All- Bully intervention program
- Violence prevention program
- Nutritional program

Budget and resources alignment

- \$40,000 on Leveled Library
- Professional Development on Literacy Initiative/ Curriculum Mapping
- Per session for After School Tutoring
- Reading Plus Software
- Achieve 3000

Funding Sources

- Title III Immigration
- Tax Levy
- NYSTL
- TL Children First Inquiry team
- Data Specialist - Per session

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- By August 2012 there will be at least a 5% increase, male English Language Learners in the 9th, 10th, and 11th grades will earn at least 10 credits including at least 6 in the core subject areas.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Global Connect: parent notification system
- Breakfast with the principal
- Monthly Parent Association meetings
- SLT Meetings: Monthly School Leadership Team meeting comprised of Administrative Leaders, Teachers, Students and Parents to address school wide initiatives and budgetary implementations.
- KidTalk: Weekly Teacher Lead Outreach group that collaboratively focuses on students underperforming in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Regularly attend Recruitment Fairs, collaborate with Teach For America and New York Teaching Fellows to garner a select group of talented educators.
- Retain HQTs with distributive leadership methods that siphon roles and responsibilities attractive to aspiring and high performing teachers.
- Provide full staff professional development opportunities through Class Link, Inc, Ramapo, and GoldMansour & Rutherford.
- Ramapo works extensively with developing teacher classroom management skills. Provides pedagogues with a toolbox of strategies to use when encountering certain behaviors.
- Goldman Manseur & Rutherford helps to develop collaborative co-teaching models and strategies

Service and program coordination

- Respect For All- Bully intervention program
- Violence prevention program
- Nutritional program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

- Tax Levy
- Contract for Excellence
- NYSTL
- SIFE Grant
- Data Specialist

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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					18			3
10		36			17			
11	25	18	23	24	14			
12	18	5	19	19	12			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>We have created a balanced literacy program that is focused on building on reading comprehension skills, vocabulary and writing skills. We utilize Achieve 3000 and the Reading Pro software programs to build skills and assess individual student progress.</p> <p>English Language Learners, Special education students have co-taught classes for additional support.</p> <p>We have afterschool small group tutoring Monday through Thursday for an hour and an additional credit recovery skill building class that meets on Monday's and Wednesday's from 3:30-6:30.</p>
<p>Mathematics</p>	<p>We have designed four sections of Regents prep math courses for students who have previously failed the math exam. Each section is co-taught and has a small average class size of 16 students. Units are designed by the math department and incorporate the major topics that are found on the exam. Students have weekly exams in addition to unit exams that measure level of mastery. Students are given supplemental material in areas in which they have failed to attain proficiency.</p> <p>Math Café' is an afterschool 'math club' in which honor student avail themselves to tutor students in need of support. Math Café' meets Monday's through Thursday from 3:45 – 5:00</p> <p>We also have a Saturday Regents review class scheduled from 9:30 – 12:30.</p>
<p>Science</p>	<p>Our science department has implemented a homework helper study lab that meets Monday through Thursday. Each of the four science teachers facilitate one day per</p>

	<p>week. The technology based lab features the Castle Learning software program. Castle Learning units are derived using the Common Core standards and give teachers and students immediate feedback on their unit mastery.</p> <p>We also have a Saturday Regents review class scheduled from 9:30 – 12:30.</p>
Social Studies	<p>Social studies intervention services include a 9th/10th grade bilingual course for students who are beginner English language learners.</p> <p>We also have Regents prep courses in Global and U.S. History for students who have previously failed the exam.</p> <p>We also have a Saturday Regents review class scheduled from 9:30 – 12:30.</p>
At-risk Services provided by the Guidance Counselor	<p>Students are provided with both individual and group counseling sessions. We have three guidance counselors. Ms. Guzman works with 9th and 10th graders. Mr. Maisonet works with the 11th and 12th grade. Ms. Vartanova works with intake students and does academic counseling.</p>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	<p>Parents are included in conference sessions with guidance counselors, deans, nurses, teachers and administrators to ascertain appropriate recommendations for supporting students who suffer from health difficulties. Paraprofessionals have weekly consultations with the special education coordinator about the status of their students.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09 x 227

School Name: Bronx Collegiate Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In our External School Curriculum Audit that was conducted in May, The findings identified that:

- The school's curriculum didn't address the literacy deficiencies of students. The curriculum and instruction was constructed with a focus on addressing subject area content. It lacked common literacy strategies across curricula areas.
 - The school needed to implement earlier intervention strategies. Nearly all of the intervention strategies/initiatives focused on students who were in their 3rd and 4th year of high school. It was recommended that the school identify benchmark indicators for students in the 9th grade.
 - The sub-group that was persistently low achieving was our English language learners. We didn't have a concrete scope and sequence or a documented pathway of learning that prepared our students to pass the E.L.A. Regents.
 - The scholarship data shows that students persistently do worse in their first and second period classes due to lateness.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - The school has adopted a balanced literacy program that focuses on enhancing skills. In conjunction with the Common Core Literacy Standard 1, the school has made persuasive argument writing the common task that is used across subject areas. We have adopted a model in which students must read (with annotations), write and present in each class in each curricula area.
 - Staff professional development will be conducted on many levels to support the school-wide literacy initiative. Grade level teachers will meet twice per week during their administrative periods to discuss strategies for individual student success. They will share student products across curricular areas and discuss ways to enhance student and teacher productivity. Department teams will meet once per week to discuss unit and lesson plans and to share best practices. We will conduct Friday afternoon whole staff professional development meetings to align teacher practices across grades and curricular areas using the Charlotte Danielson teacher effectiveness techniques.
 - The school will replenish and enhance classroom libraries across subject areas with non-fictional texts in alignment with the common core standards.
 - The school will contract consultations to work with our co-teaching partners.
 - The school will send teams of teachers to QTEL training to devise strategies to improve our instructions for our English Language Learners.

- All students will take quarterly assessments to determine reading levels.
- The school will initiate a twilight program to address the students who are habitually late.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10 percent will be used to establish our school-wide literacy program. We are working with consultants from Goldman Manseur and Rutherford to build literacy strategies in our classrooms. Strategies are based on building reading comprehension skills, retaining vocabulary, building inference skills and improving writing processes.

We are also working with consultants from the Ramapo classroom management system to work with our teachers on implementing productive classroom procedures and strategies.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teacher mentoring occurs on multiple levels. The first level involves a weekly individual teacher meeting with an administrator. Meetings are centered around providing feedback from classroom visits and expectations for future visits.

In addition, new teachers are assigned mentors in accordance with the Department of Education. Teachers also are provided mentoring by department and grade team leaders during weekly professional periods.

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.

Schools will send out notification through the mail as well as through Global Connect our automated phone messaging system.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Groll, Christop Sharrock, Emil	District 09	Borough Bronx	School Number 227
School Name BRONX COLLEGIATE ACADEMY			

B. Language Allocation Policy Team Composition

Principal DARRYL WHITE	Assistant Principal David Ward
Coach Claire Kalambay	Coach David Ward
ESL Teacher Maria Rivas	Guidance Counselor Y. Guzman; A. Maisonette
Teacher/Subject Area Corrille Fletcher / ESL	Parent type here
Teacher/Subject Area Mr. Paul Scofield	Parent Coordinator Stephanie Caceres
Related Service Provider	Other Gicel Adon, Dean / ESL teacher
Network Leader Sharrock, Emily	Other type here

C. 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	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	27
Number of teachers who hold both a bilingual extension and ESL certification	6	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	374	Total Number of ELLs	102	ELLs as share of total student population (%)	27.27%
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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. 

Part II: ELL Identification Process

1a. During the registration process, the parents of newly admitted students who speak a language other than English at home are referred to Ms. Guzman, one of our Guidance Counselors who is a native Spanish speaker and a qualified pedagogue with a Masters in School Counseling, a certification in school counseling and a bilingual extension. Ms. Guzman administers the HLIS and conducts the oral interview in English and the native language with most parents of our incoming students. For families who speak French at home, Mr. Scofield, a certified ESL teacher with a Masters in TESOL, assists with the HLIS and oral interview. If students meet the qualification for Lab-R administration (i.e, answer 'yes' to speaking a language other than English the requisite number of times on each section) Ms. Fletcher, a certified teacher with a Masters in TESOL, administers the Lab-R test to the student(s) the next day or as soon as possible. Ms. Fletcher hand scores the results, records the results in the ESL binder and delivers the answer documents to Fordham Plaza. Based on their Lab-R scores, students are placed in the appropriate classes within 10 school days of registration.

1b. The Spanish LAB will be administered to all new students who are native Spanish speakers in the first week of November. The test will be administered by Maria Rivas, a certified ESL teacher with a Masters in TESOL and Vanessa Slipczuk, a certified Spanish teacher with a Masters in Spanish. .

1c. To ensure that all ELLs receive the NYSESLAT annually, we cross reference the BCA student names on the BESIS report and the RLER.

Ms. Rivas, Mr. Scofield and Ms. Fletcher, certified teachers with Masters in TESOL, administer the test. Prior to the test dates, the three teachers review the list of students and the test materials and administrator instructions. Each teacher is responsible for administering the speaking part of the test with her/his own students. A schedule is created and classes are combined for administering the listening, reading and writing sections of the test. Each teacher keeps track of her/his students who miss sections of the test and need to take make-ups which are administered at the end of the testing period.

Newly admitted students who transfer from other NYC public schools already have HLIS and LAB-R data on file. For these students, Ms. Vartanova, the Program Co-ordinator, checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration. Ms. Vartanova has an MA in Engineering and Computer Science from the former Soviet Union and a Masters Degree in School Counseling.

2. At the beginning of the year, an ESL orientation was held to inform parents of their rights and program choices. ESL teachers organized and ran the parent orientation. The principal, assistant principal, the dean and one of the guidance counselors also attended. Parents viewed the ESL orientation video explaining the three program choices (Transitional Bilingual, Dual Language and Free Standing ESL). Parents were provided with the parent survey and program selection form in their native

language(based on the native language identified in the HLIS). Afterwards, parents completed their program selection form and survey. Entitlement, continued entitlement and placement letters in the home language were mailed home after the orientation.

For parents who were unable to attend the ESL presentation, a make-up session will be held during the fall Parent-Teacher Conferences. As before, the video and program choices will be presented in the parents' native languages. A certified ESL teacher will facilitate the meeting. After the video, parents will fill out the program selection form and the parent survey. Entitlement, continued entitlement and placement letters will be mailed to the parents within 10 school days.

Follow up letters and documents will be mailed to parents who were unable to attend either event. Copies of the letters and documents are also available to parents in the school's main office.

In the past we have scheduled orientation meetings for the parents as a group. Beginning in October, new students and parents will be provided with the orientation materials at registration. A certified ESL teacher will be present to explain the three program choices, show the video and explain the program selection form. Students are placed appropriately and parents receive an entitlement and placement letter within ten days of enrollment. We plan to do all orientation sessions at the time of registration in the future. If a TBE/DL program should be offered, program selection forms will be reviewed to identify parents who have previously chosen those programs. Parents will be notified by mail of the new option and an information meeting will be scheduled. Parent will also be notified by phone about the meeting.

3. Parents who were not able to attend an orientation session will receive the parent surveys and program selection forms in the mail. Parents are asked to send their responses to school with their students. As teachers receive the program selection forms, they are placed in files according to the program selected. A record is kept of each form received. Copies of the forms are also placed in the student files. Follow-up calls are made for parents who have not yet submitted their program selection forms and parent survey. Ms. Rivas, Mr. Scofield and Ms. Fletcher are responsible for the distribution of all entitlement letters. An excel sheet is used to maintain records of all letters sent to parents. As stated above, program selection forms are filed according to parent choice and another file is maintained for parent surveys in the main office. Forms are filed as they are received- from orientation sessions or students bringing them to their ESL teachers.

4. Based on the parents' program selection, students are placed in Freestanding ESL classes. When available (20 or more students in a grade who speak the same home language), students exhibiting lower English proficiency skills are placed in a Transitional Bilingual Education program with first language support academic content areas. With parental approval, students then transition into Freestanding ESL classes as their English proficiency increases. Placement letters, entitlement letters and continued entitlement letters are written in the home language and mailed in a timely manner. An excel sheet tracks all letters sent to parents. Continued entitlement is based on NYSESLAT scores from the previous spring and entitlement is based on the LAB-R. All written communications are in the parents home language whenever possible. Spanish and French are the main languages of families at BCA. When parents come into the school, translation is offered by the bilingual guidance counselors as well bilingual teachers and staff. For phone calls to the home, the above counselors, teachers and staff are also available for translation. In addition, teachers use the DOE translation services. For Parent-Teachers conferences, additional translators are provided.

5a. The school collects and retains the number of parent requests for each of the three programs available. As stated above, files for these forms are maintained in the main office. Based on the last few years, parents generally choose Freestanding ESL classes because they believe students will learn English more rapidly in an all English instructional environment.

6a. As the school welcomes more and more Beginner level ELL students, we are making every effort to increase our bilingual staff and Transitional Bilingual program offerings. We have two Spanish speaking guidance counselors and a bilingual SPED teacher. The SPED co-ordinator and the ESL co-ordinator are also Spanish speaking. In addition, the administrative staff in the main office speak Spanish and are able to facilitate communications with parents.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	12
SIFE	18	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	34

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL		6	3		9	2		2	6	0
Total	0	6	3	0	9	2	0	2	6	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										38	30	23	19	110
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	3	3		7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	0	2	2	5
TOTAL	0	0	0	0	0	0	0	0	0	40	33	28	21	122

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. At Bronx Collegiate Academy, we use a combination of Departmentalized, Pull-out and Push-in(Co-Teaching models) to support our English Language Learners. Beginner and Intermediate ELL's in all grades receive English in a Pull-out setting. 10th grade ELL's receive Push-in services with an ESL teacher in Environmental Science and a bilingual teacher supports these students in Global History. There are also several small Bilingual Global History classes.

1b. All programs are scheduled as a combination of Heterogenous and Homogenous grouping (generally Homogenous for Pull-Out English Instruction and Heterogenous for Push-In content area.

2. Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.

2a. All Beginning level students receive a minimum of 540 minutes of ESL instruction per week. Most 9th grade ELL's receive an additional 90 minutes of instruction in an Art and Literacy class co-taught by our Art teacher and an ESL teacher. Most Intermediate students at BCA receive at least 450 minutes of ESL instruction per week. Most 11th and 12th grade Intermediates are scheduled for an ESL/Regents Prep course. Advanced ELL students are programmed into ESL classes for at least 180 minutes per week. ELL students who speak Spanish receive native language support through Spanish language classes for 225 hours a week and student whose native language is French receive support through tutoring with a French native speaker.

3. All content area classes for ELL's at Bronx Collegiate Academy are taught in English. Most 10th grader ELL's have bilingual support in Global History. Content area strategies for the ELL's include graphic organizers, building background knowledge, content area literacy strategies, identification of cognates, scaffolded writing exercises, and other methods to support literacy. Materials include textbooks, visuals and graphic organizers and technology such as the Smartboard, Internet, and ELMO. ESL teachers provide content area support in several ways. When co-teaching a class, the ESL teacher will plan or review lessons to ensure that the language is comprehensible for the ELL's. The language of a lesson can be simplified but not the content. The ESL teacher will offer strategies that are helpful to ELL's, as well as assessment ideas. The ESL teacher will also focus on delivering content area vocabulary in an understandable way. The ESL teacher works with students in small groups or individually.

4. All new Spanish speaking ELL's are evaluated using the Spanish Lab. It will be administered by the certified Spanish teacher, Ms. Spipcuzk who has a Masters in Spanish and Ms. Rivas, previously mentioned. (See 1a)

5. Bronx Collegiate Academy makes every effort to service all ELL's within the constraints of a small school and teaching staff.

5a. When necessary, SIFE students are offered multi-grade programs to make up any skills or credits missed through interrupted formal education. Content area teachers support SIFE students with a variety of ESL strategies. Smartboards, ELMO overhead projectors

A. Programming and Scheduling Information

and computers are used in the classroom. After school support is available in all content areas. Scaffolding and differentiation are utilized in the classroom.

5b. When space allows, newcomer ELL's are placed into Transitional Bilingual Education while maintaining content area in the native language. Newcomer ELL's are grouped Homogenously at first to allow for both intensive targeted instruction and to allow time for students to adjust to the new school setting. When available, special summer school classes are offered for newcomer ELL's to help support ESL instruction before the school year begins. After the 9th grade, summer school programs facilitate language and skills review as students progress to the upper grades. Regarding testing, Newcomer ELL's are introduced to standardized testing procedures within the first year through the LAB-R and NYSESLAT preparatory exercises. Because Newcomer ELL's may never have been exposed to standardized testing, teachers in these classes take extra care to explain and practice testing procedures. In the classrooms, teachers differentiate using

projects, group work and pair work. Activities are scaffolded. For reading, content is differentiated according to the students' individual level and classrooms have new leveled libraries. ESL strategies, such as visuals, graphic organizers and scaffolding are used by all teachers. The Achieve3000 reading program, an independent reading program on the Internet, is used twice a week. After school support is available in all content areas.

5c. Students who have received 4-6 years of ESL instruction have generally achieved proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing) but need targeted instruction to achieve full proficiency. Teachers review these students Interim Assessments and NYSESLAT scores to identify specific areas of need, and program and plan instruction to accommodate the students' continued progress. The BCA literacy program provides for a period of reading and a period of writing each day. This year we have

initiated a new reading program, Achieve 3000. It is an independent reading program accessed on the Internet that students will be using in class 2-3 days a week. We offer a Regents Prep class to 11th and 12th ELL's and the writing focus will be on essay formats similar to those on the ELA Regents exam.

5d. Teachers continue to assess specific language needs for Long Term ELL's. Generally, these are upper classmen who have completed their required credits but struggle with the Regents Exams, typically those in ELA and Global History. Students are offered targeted instruction in academic reading and writing, as well as content area literary and test preparation strategies to prepare for the Regents.

6. Programs for ELL/SWDs are scheduled in meetings by the SPED co-ordinator, Ms. Lieberman, the ESL co-ordinator, Ms. Rivas and the scheduling co-ordinator, Ms. Vartanova. Students' scores on the NYSESLAT and SPED academic testing such as the WRAT, KTEA and Woodcock and Johnson are considered during student placement process. ELL/SWDs are placed in small classes with integrated co-teaching. Learning styles are evaluated and differentiation occurs through leveled learning. The literacy block provides for one period of reading and one period of writing each day. The classrooms have leveled libraries and students read independently during the reading period. Instructional strategies include visuals, building background knowledge, scaffolding and pair and group work. Technology such as the Smartboard, ELMO and computer tasks are also utilized in the classroom. Every effort is made to provide appropriate programs for ELL-SPEDs with mandated bilingual instruction. The SPED coordinator and one SPED teacher are bilingual and can provide supplemental services for Spanish speaking students. The classroom teachers use ESL strategies, such as visuals, building background knowledge and graphic organizers, to facilitate understanding. Tasks are scaffolded and differentiated to ensure comprehension. In some content areas, textbooks and workbooks are available in Spanish or bilingual editions. After school support is also available.

Instructional strategies for ELL-SWDs include building background knowledge, graphic organizers, visuals, understanding of cognates and a wide variety of reading and writing strategies. We use several sets of textbooks for 9th and 10th grade including Milestones, Shining Star and Connect. Classrooms have new leveled libraries as well for independent reading. This year we have initiated a reading program called Achieve 3000. It is a leveled, independent reading program that students access on computers. We will also be offering after school programs for ELL's, as well as support in the content area.

7. For students who have both LEP and special needs, the school programmer reviews their IEP's and NYSESLAT results and consults with teachers to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform students placement, but every effort is made to accommodate both mandated ESL/ELA/NLA instruction along with Self-Contained, Co-Teaching and Special Education Teacher Support Services.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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 Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

B. Programming and Scheduling Information--Continued

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

8. Bronx Collegiate Academy offers tutoring classes in ELA, math and other content areas to all students three days a week. ELL's participate fully in these tutoring classes and a few are targeted specifically for ELL's. These courses are taught in English with the exception of a Bilingual Global History tutoring section.

9. Students reaching proficiency are being assisted in building their language skills by participating in a ELA Regents class, Speech and Debate classes which will help them build their proficiency levels.

10. Bronx Collegiate Academy has initiated a literacy program this year which provides one period of reading and one period of writing each day. We are also using Achieve 3000, an independent reading program as well as Castle Learning Online for supplementary work.

11. During the 2010-2011 school year, we offered a Transitional Bilingual Program for 9th graders. The program is not being offered this year because we do not have the requisite number of students. We also used Rosetta Stone last year but did not find it very effective.

12. ELL's are encouraged to participate fully in the school life at Bronx Collegiate Academy. ESL tutoring and ESL summer school are the only supplemental services available for students. We encourage them to learn and socialize fully with General Education students. On site group tutoring and outside service providers assist students with various subject areas.

13. As in all classes at Bronx Collegiate Academy, ELL's are supported through the use of Smartboards, ELMO overhead projectors, class laptop carts as well as fieldwork and experts. ELL's are provided with additional supports, including the Milestones and Connect textbook series and Achieve 3000.

14. Most ELL students at Bronx Collegiate Academy receive native language support, either through Spanish language classes or tutoring in French with a native French speaker. There are a few students who do not receive native language support because their native language is not typically spoken here.

15. This year we are grouping ESL students by proficiency level rather than strictly by grade level.

16. When available, ESL summer school programs are offered to incoming ELL's. Students who enroll have an opportunity to begin or review their language skills, meet ESL faculty and form social and academic relationships with their peers.

17. Currently, Spanish is the only native/foreign language offered at Bronx Collegiate Academy.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Fletcher and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our Coach, Claire Kalambay is also one of our Common Core lead person and is assisting in developing our Common Core curriculum. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ELLs and guidance is also provided by our ELL Network Leader, Pablo Schelino.

2. For this year through our Inquiry team teachers are focus on a specific group of ELLs in order to assist them. We are also meeting in Grade Level Teams with an ESL teacher in at least one grade to better assist teachers in understanding the needs of the ELLS. Teachers have also been assigned a group of ELLS to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs.

3. This year at BCA the plan is to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training.

E. Parental Involvement

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

1: Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night which specifically focuses on ELL students and their specific needs and supports. Second, our school-wide inquiry project for this year is focusing on ELLs, including a teacher-student mentoring program, about which parents will be kept up-to-date on their child's performance in school. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations

2: BCA is continuing its partnership with Good Shepherd services with the aim of increasing overall attendance and encouraging parental involvement. Good Shepherd consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year.

3: Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Good Shepherd and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions.

4: At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs' Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which many ELLs will be mentored by a particular staff member, will

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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

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)										5	8	8	4	25
Intermediate(I)										9	21	20	10	60
Advanced (A)										19	2	2	3	26
Total	0	0	0	0	0	0	0	0	0	33	31	30	17	111

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	3	0	0
	I										10	11	6	5
	A										11	9	6	6
	P										10	8	5	6
READING/ WRITING	B										8	56	1	38
	I										8	22	13	5
	A										5	2	2	3
	P										3	0	1	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
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7	0	2	0
Integrated Algebra	56	0	29	0
Geometry	13	0	3	0
Algebra 2/Trigonometry	1	0	0	0
Math				
Biology	0	0	0	0
Chemistry	2	0	0	0
Earth Science	0	1	0	0
Living Environment	23	0	5	0
Physics	0	0	0	0
Global History and Geography	21	1	9	0
US History and Government	15	0	0	0
Foreign Language	0	1	0	1
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Bronx Collegiate Academy		School DBN: 227	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/11
	Assistant Principal		10/26/11
	Parent Coordinator		10/26/11
	ESL Teacher		10/26/11
	Parent		10/26/11
	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
	Coach		10/26/11
	Coach		10/26/11
	Guidance Counselor		10/26/11
	Network Leader		10/26/11
	Other		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 227 **School Name:** Bronx Collegiate Academy

Cluster: 4 **Network:** 9

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.

The school looks at the home language surveys, the Learning Environment Surveys, and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. When we call a parent at home we work with the student to ensure that we have a staff member who speaks the appropriate language and can translate as necessary. During parent/school meetings we also have staff with diverse language skills who assist students, parents and other staff members.

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.

We have concluded that there are a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. The second largest population is French. Our French speaking families are provided with paperwork in both French/English. When needed our staff translates documents to Spanish or French. The staff members translate documents into Spanish is a well recognized need in the school and one that the school works to meet by having staff regularly translate documents into Spanish. Our staff members are informed about our student's language needs via email in order to maintain consistent communication.

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.

All documents that are sent home to parents are translated into Spanish by in-house school staff. These materials are sent out at the same time as the original documents in English. We currently have several staff members who are able to translate for our teachers if services are needed we do provide time during our Friday PDs to assist teachers. We also have teachers who on a need basis assist with French.

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 will provide oral interpretation by in-house staff as needed. Several staff members regularly serve as translators for phone conversations and in person meetings. We do have a bilingual dean, bilingual guidance counselor and several of our bilingual pedadogues assist during meetings

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>.

The school works hard to meet the translation requirements described in the Chancellor's Regulations. In all communications with parents we ask them if they need translation and provide it at their request. We do provide our parents with written notification of the translation and oral interpretation services which are provided at our school. Parents are also kept informed through the beginning of the year orientation, parent teacher confrences, SLT meetings and othe even which keep communication channels open for parents. We also update our call logs through Google Docs informing all staff of any changes or language needs.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bronx Collegiate Academy	DBN: 09x227
Cluster Leader: 04	Network Leader: Mike Alcott
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 104
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 12

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

For those students who are intermediate and advanced (or beginners who are able to be successful in core academic classes in English) are provided with ESL services according to the federal regulations on the number of minutes of ESL services – 180 minutes for advanced and 360 for Intermediate. These services are provided through pull-out ESL services and push in support in their core academic classes. We have four ESL teachers who are all highly qualified and a bilingual special education teacher who supports the students in the bilingual setting.

In order to better serve our ESL students, they will attend Saturday Academy. Students are selected to participate based on their needs and teacher assessment of skills. They are provided with this service in order to prepare them for State Regents Exams. The services are provided by the ESL/Bilingual Licensed teacher. The programs will take place on Saturdays from 9:00 am to 12:00pm. The average weekly attendance is 15 per class. The program will take place for ten weeks prior to each Regents period. Students will focus on the core subjects. Teachers will use various differentiated materials modified for our students. At our school we also provide student with direct instruction in a Co-Teaching setting (4 core area and 4 ESL teachers) where ESL pedagogues assist content area teachers during class, this setting provides a well rounded supportive class instruction for our ELLs.

In small after school setting a reading class is provided Monday -Thursday with guidance from the ESL teacher. Content area teachers and ESL teachers provide an 1 hour and 15 minutes of reading with Reading Plus for students using technology which assists students in developing both their language skills and content knowledge. This Reading program assists students who are either ESL beginners and/or ESL low performing in their core classes. All teachers working with the program are certified/licensed, experienced and high-qualified full-time educators who are assisted by ESL certified teachers. All of our teachers are employed at our school during the regular high hours; therefore they are well versed in the high expectations for instruction in these academic intervention service programs. Our teachers are familiar with the overall needs of our students' academic challenges and needs.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here:

?????

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. Professional Development: All of our teachers receive 2.5 hours of professional development each week during an early dismissal for students. This professional development is based on Danielson’s rubrics for effective teaching and the co-teaching model that is supported through our Network and our Administrators. In addition, each of our teachers meets with an instructional coach on a weekly basis. At the beginning of the school year these meetings focused on the creation of an individual PD plan. After the initial meetings, the weekly meetings are used to follow up on classroom observations, lesson plans and other supports that it is identified our ESL teachers need. At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Fletcher and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our Coach, Claire Kalambay is also one of our Common Core lead person and is assisting in developing our Common Core curriculum. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ELLs and guidance is also provided by our ELL Network Liaison, Pablo Schelino; there is whole staff, department and one on one sessions on an ongoing basis through out the year (1-2 times a month). All our ESL teachers and content area teachers working together are required to attend the professional development sessions every other week either Fridays 1:40 to 2:20 or 2:20-3:30. Some of the topics covered in the professional development are as follows; writing skills for ELLS, vocabulary building, differentiation, difference between SPED and ELL modifications, ELL exams and requirements. Professional Development full day sessions continue to be provided by Achieve 300. Two day Professional development by Castle Learning. Reading Plus continues to provide PD session 6 day in total for the year.

For this year through our Inquiry team teachers are focus on a specific group of ELLs in order to assist them. We are also meeting in Grade Level Teams with an ESL teacher in at least one grade to better assist teachers in understanding the needs of the ELLS. Teachers have also been assigned a group of ELLS to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLS. This year at BCA the plan is to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLS. Staff

Part C: Professional Development

training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night monthly meeting which specifically focuses on ELL students and their specific needs and supports. Topics such as reading, essential tools for school, academic success and acculturation. Second, our school-wide inquiry project for this year is focusing on ELLs, including a teacher-student mentoring program, about which parents will be kept up-to-date on their child's performance in school. We target our ELL males due to their high drop out rates in order to increase communication with parents. Another part of the program requires teachers to meet with a small group of our male ELLs provide tutoring and also call parents on a weekly basis. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations. BCA is continuing its partnership with Good Shepherd services with the aim of increasing overall attendance and encouraging parental involvement. Good Shepherd consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year.

Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Good Shepherd and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions. In addition we also

Part D: Parental Engagement Activities

have a monthly event: Breakfast with the Principal where parents and staff are invited to meet with the principal. This provides parents and staff an opportunity to meet with the staff and principal to discuss different issues and concerns. In such an environment parents are provided with an opportunity to discuss a range of topics.

At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs’ Parent Nights serve the same function: to get students’ parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student’s performance in school as well as listen to the parent’s concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the Good Shepherd, the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		