



**Department of
Education**

Dennis M. Walcott, Chancellor

2011-2012 Comprehensive Educational Plan (CEP)

School Name : Jonas Bronck Academy

dbn (district/ borough/ number i.e. 01M000): 10X228

principal: Donalda Chumney **email:** dchumney@schools.nyc.gov

superintendent: Sonia Menendez

02-22-2012

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
Donalda Chumney	*Principal or Designee	
Andrea Vanacore	*UFT Chapter Leader or Designee	
Lillian Quinones	*PA/PTA President or Designated Co-President	
Irene Cuevas	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Raul Rodriguez	Member/Parent	
Alexiander Soler	Member/Teacher	
Christopher Williams	Member/Assistant Principal	
Rose Lopez	Member/Parent	
	Member/Parent	
	Member/Parent	
	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

A 50% increase of teacher effectiveness through the development of a shared understanding of the components of highly effective instructional practices.

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.

Looking at 2010-2011 NYC/NYS ELA exam data for the scholars attending Jonas Bronck Academy for 2011-2012, we found indication that scholars are approaching standards or meeting standards. The ELA scores indicate that 10.4% of scholars were at level one, 44% were at level two, 43.2% were at level three and 2.4% were level four. In analyzing our Student Progress for students that attended our school last year we have made strides in increasing the percentage of level 2 and level 3 scholars in English Language Arts and a decline in the percentage of level 4 scholars of 1.85% compared to last year. We need to continue to redefine how we meet the needs of the incoming sixth, seventh and eighth graders so that more than 70% make a full years progress. The focus for us is to develop additional strategies in reading and writing that will meet the needs of the scholars at the different levels to ensure that our students move to the next level and provide opportunities that will challenge our levels three and four.

In order to support the growth of our scholars, we have modified our instructional sessions to incorporate instruction of targeted reading strategies. All groups of scholars had the opportunity to look, discuss and practice reading strategies in a reading enrichment periods. Our Literacy project is to develop Rubrics based on the Common Core Standards in writing to be included throughout the school year so that scholars working on writing and reading can transfer what they learned during literacy to the CCS expectations. In addition, we continue to provide after-school support programs in both ELA and Mathematics in order to reinforce skills that scholars are learning in the classroom.

Looking at 2010-2011 NYC/NYS Mathematics exam data, an analysis indicates that 6% of scholars were in level one, 33.2% in level two, 44.4% in level three and 20% in level four. On the whole our scholars improved in performance and progress in mathematics when compared to the city performance. In analyzing our Student Progress for students that attended our school last year we have made strides by experiencing a decline in the percentage of level 1 scholars, by 1.4%, a .9% increase in the level 2 scholars, and a 1.4% increase in level 4 scholars. Therefore the program in place from the previous year has seemed to have achieved good results.

To continue to support students to continue to achieve at this level, we increased the degree of rigor in the math classes. Scholars in 8th grade are receiving a modified Integrated Algebra course of math to address advancing scholars needs and the needs of students approaching grade level. In addition, we are working to provide the scholars with great use of technology to connect the study of mathematics to the 21st century learning needs.

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.

As school leaders, we will utilize the Danielson Framework as a guide to increase teacher effectiveness within each classroom in our school community.

Our six components of focus for the 2011-12 school year are:

1. 1E: Designing coherent instruction
2. 2B: Establishing a culture for learning
3. 2D: Managing student behavior
4. 3B: Using questioning and discussion techniques
5. 3C: Engaging students in learning
6. 3D: Using assessment in instruction

All teachers will receive professional development on the Danielson Framework, and specifically the six target components.

Our staff meets bi-weekly for school-based professional development on Monday afternoons. One session per month will be dedicated to the analysis and application of the Danielson Framework to teaching practices at Jonas Bronck Academy.

Our Instructional Coach will attend Danielson Certification training during summer, 2011

School leaders will become Danielson certified in October, 2011.

Teachscape and ARIS Learn provide valuable instruction modules and professional development videos that teachers are assigned to access as part of their professional development process.

All staff members will receive copies of the research-based rubric.

Our Professional Development Team, comprised of school leaders, an in-house instructional coach and our Network 608 Data Specialist, develops and implements a coherent PD plan for teachers that guides the integration of the selected components of the Danielson Framework into each teacher's PD plan. Such professional development opportunities include, but are not limited to, ARIS Learns webinars, ARIS professional development opportunities, Network provided training, in-house professional development workshops and teacher teams engaged in collaborative inquiry work every Monday, Wednesday and Friday for one hour during the school day. 90% of teachers serve on at least one Achievement Research Team (inquiry team). Each teacher is scheduled for inquiry time for three hours per week where they can complete/participate in professional

development opportunities.

School leaders set up and follow a schedule for teacher observation and feedback using the Danielson Framework. All teachers will receive eight (8) formative observations based on this rubric. The year is calendared in a manner that provides for areas of focus for specific components of the Danielson Framework.

The instructional coach will lead a study group/co-mentoring group of 4 teachers in six-week-long sessions, studying selected components of the Danielson Framework, videotaping their classroom teaching, examining student work, and reflecting upon instructional strategies.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

75% of Students will show progress in their written analysis of informational texts by effectively creating a written analysis of informational texts across subject areas and grades.

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**.

Looking at 2010- 2011 NYC/NYS ELA exams for the scholars attending Jonas Bronck Academy for 2011-2012, we found indication that scholars are approaching standards or meeting standards. The ELA scores indicate that 10.4% of scholars were at level one, 44% were at level two, 43.2% were at level three and 2.4 % were level four. In analyzing our Student Progress for students that attended our school last year we have not made the desired progress in increasing the percentage of level 3 and level 4 scholars in English Language Arts compared to last year. We need to continue to redefine how we meet the needs of the incoming sixth, seventh and eighth graders so that more than 70% make a full years progress. The focus for us is to develop additional strategies in reading and writing that will meet the needs of the scholars at the different levels to ensure that our students move to the next level and provide opportunities that will challenge our levels three and four.

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.

Creation and Implementation of Standards aligned units and tasks

1)The school schedule will be remodeled to accommodate for common planning time for teachers. The time will be for teachers to meet as grade level teams at least three times per week to conduct achievement research. The Schedule will be constructed before September 2011 and be revisited quarterly.

2) Teachers will create opportunities for students to analyze informational texts by conducting research and using supporting evidence to craft a written analysis of the given text that will be reviewed during the Achievement Team meetings on a cyclical basis using a calendar of achievement analysis

expectations. The work items will be collected for each student and they will need to have at least three entries into their portfolio for each core content subject by June, 2012 (including the CCLS aligned unit of study task).

3) Achievement Research Teams (teacher teams) will begin by taking a closer look at the qualities of students' work and current task requirements according to the Writing Matters baseline writing assessment rubric and CCLS expectations for informational text

4) Achievement Research Teams (teacher teams) work on developing instructional strategies to address scholar skill levels and needs that all subject areas can use for informational text and writing. Teachers will focus on both Quartile 1 (those in need of academic intervention) and Quartile 4 (those in need of more advanced academic challenges)

5) Achievement Research Teams (teacher teams) will continue the process by sharing sample student work using the team determined strategy.

6) Achievement Research Teams will continue the prior steps while investigating the CCLS-aligned units of study, implement the CCLS-aligned unit of study and examine samples of student work to ascertain which skills students currently possess as well as those they need to master.

7) End of the year analysis of the student portfolio using rubrics and CCLS as a comparative measure of growth.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

1) Holding Workshops providing assistance to parents in understanding standards and assessments regarding student writing and understanding of informational text

2) Constructing Student Led Conferences where students will be presenting Instructional Tasks and growth through portfolio pieces.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

1. A Teaching Matters consultant will work to support English teacher practices one day per week and the integration of technology (Write to Learn) as a way of facilitating the writing process
2. Administrative team will facilitate and coach teachers on the analysis of student data to inform teacher practice
3. Teachers will be offered common planning time 3 days a week using the achievement Team Protocol and calendar.
4. Teachers will be trained on the protocol for looking at student work, analyzing a unit of study

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

English Language Arts, Mathematics, Science and Social Studies teachers will create and distribute parent learning guides for each unit of study in 6, 7, and 8 grade classes.

To increase our parent response on our School Survey from 75% to 80% Strongly Agree on the statement “ The school clearly communicates its expectations for my child’s learning to me and my child” by having teachers create a parent learning guides for each academic unit of study in English Language Arts, Mathematics, Science and Social Studies courses across all grades

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.

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In order to support the growth of our scholars, we have need to modify our outreach strategies for parent participation. We need to incorporate instructional tools that target parent understanding of the content and skills students are required to master for each unit and how they can provide additional assistance. Looking at 2010-2011 NYC/NYS ELA exam data for the scholars attending Jonas Bronck Academy for 2011-2012, we found indication that scholars are approaching standards or meeting standards. The ELA scores indicate that 10.4% of scholars were at level one, 44% were at level two, 43.2% were at level three and 2.4% were level four. In analyzing our Student Progress for students that attended our school last year we have made strides in increasing the percentage of level 2 and level 3 scholars in English Language Arts and a decline in the percentage of level 4 scholars of 1.85% compared to last year. Looking at 2010-2011 NYC/NYS Mathematics exam data, an analysis indicates that 6% of scholars were in level one, 33.2% in level two, 44.4% in level three and 20% in level four. On the whole our scholars improved in performance and progress in mathematics when compared to the city performance. We need to continue to redefine how we meet the needs of the incoming sixth, seventh and eighth graders so that more than 70% make a full years progress. The focus for the JBA community is to develop additional strategies and support systems in all content areas to ensure that our students move to the next level and provide opportunities that will challenge our levels three and four by using parental support.

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.

1. In May, 2011, all teachers collaboratively developed a parent learning guide template as a communication tool for informing parents about the learning goals, vocabulary and assessment dates for their children's classes.
2. School leaders distributed the templates (along with completed exemplars) to all teachers in June/July, 2011. School leaders also communicated the school-wide policy to all teachers that parent learning guides must be developed for each unit of study in English Language Arts, Mathematics, Science and Social Studies in 6, 7, and 8 grade classes.
3. Teachers develop English Language Arts, Mathematics, Science and Social Studies in 6, 7, and 8 grade classes for each new unit of study and distribute them to parents.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Providing opportunities to participate in classroom functions and ways to work with students at home through the Unit Guide
 - Making the Unit Guides accessible via different formats and languages

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - 1) Provide teacher training on understanding by Design and its implications in the development of Unit Guides
 - 2) Provide Instructional Coaching on the development of the Unit Guides on Individual basis
 - 3) Make a digital collection of the Unit Guides so that teachers can share and collaborate in the development of the guides using GoogleDocs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.
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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	17	17	16	12				
9								
10								
11								
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
ELA	During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills with a focus on reinforcing communication skills. The work during this period focuses on having students initiate new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; confirms understanding by paraphrasing the adult’s directions or suggestions.
Mathematics	During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills with a focus on reinforcing math and science standards and skills. The work during this time has the students focusing on demonstrating problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and detailed steps to follow, and solves problems that make demands on all three aspects of the solution process—formulation, implementation, and conclusion.
Science	During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills with a focus on reinforcing math and science standards and skills. The work during this time has the students focusing on demonstrating problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and detailed steps to follow, and solves problems that make demands on all three aspects of the solution process—formulation, implementation, and conclusion.
Social Studies	During the morning extended time, students engage in small group instruction with a teacher to work on specific character development skills looking at social awareness and its place in history. The work during this time has the students focusing on demonstrating understanding the context of the social issues they are experiencing based on the communities prior knowledge and experience.
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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 with 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.

**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 Jose Ruiz/ Rudy Rupnarain	District 10	Borough Bronx	School Number 228
School Name Jonas Bronck Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Donalda Chumney	Assistant Principal Christopher Williams
Coach	Coach
ESL Teacher Gianine LoPriore	Guidance Counselor
Teacher/Subject Area Andrea Vanacore	Parent
Teacher/Subject Area	Parent Coordinator Marcela Torres
Related Service Provider	Other
Network Leader	Other

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	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	251	Total Number of ELLs	16	ELLs as share of total student population (%)	6.37%
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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. 

The ESL teacher and the Parent Coordinator work together closely throughout the year to identify students who may possibly be ELLs. The ESL teacher uses the appropriate ATS reports in September to identify scholars who are LEP and LEP eligible. The Parent Coordinator and ESL teacher review student records to ensure that the HLIS is available and consistent with ATS data. In the event that a new student enrolls in the school, the ESL teacher administers the HLIS and informal oral interview with the student and their parent/guardian. If further assistance is needed during the interview, the parent coordinator or any available bilingual teacher assists with translation. The parent/guardian has a full understanding of all three program choices by coming into the school and watching the video in their native language that describes all options. We currently do not have a bilingual program at Jonas Bronck Academy but if a bilingual or any other program option is requested by the parent, we inform parents of other schools that have these program options. If a parent has previously chosen a TBE/DL program, we have a system in place to ensure that they are given their options since we currently do not offer these programs at our school. If a parent is interested in this program, the ESL teacher refers then to both the parent coordinator and the school guidance counselor. They then discuss alternate options for the parents and assist them in finding placement for their child with the program of their choice. Based on the results, the ESL teacher administers the LAB-R, if necessary, within 10 days of the student's arrival. If the student speaks Spanish, they are administered the Spanish Lab as well. In the spring, the Testing Coordinator and ESL teacher work together to develop a NYSESLAT schedule and administration plan. Eligibility is determined by cross referencing both ATS and ARIS reports. Both students and parents are made aware of the testing schedule in advance and the scheduling for ELLs is modified, being that the exam is untimed. The speaking portion is given before the other three modalities. All testing modifications are given to students including students with IEP accommodations. Students who score below proficient will continue to receive ELL services. The testing coordinator has a system in place to ensure that all students receive all parts of the exam. If a student is absent during one portion of the exam, there is a structure in place to ensure that each student has taken each part. ELLs receive the appropriate accommodations on all state tests and classroom assessments. The ESL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and their families. It is extremely important to ensure that all parents are made aware of the ELL program options. In the beginning of the year, there is a parent orientation given for parents of newly enrolled students so that they are aware of the different programs. During this orientation, parents watch the video options on the DVD from the EPIC case. The school communicates all information about the orientation to parents in both English and their native language. This orientation is given to parents within 10 days of their child's enrollment. If a parent cannot make the orientation time, a private meeting is scheduled to ensure they are given their option. During these sessions, the ESL teacher, bilingual guidance counselor, and parent coordinator are present to answer any questions that the parents might have. Parent Survey and Program Selection forms are distributed at this time. Once the forms are completed, they are collected by the ESL teacher. The original form is placed in the student's file. A copy of this form is also kept in the ESL binder. If a parent/guardian is unable to attend the orientation, a meeting is set up at their convenience so they can meet complete the form and ask any questions that they might have about the different programs. Once the parents have chosen a program for their student, a placement letter is distributed. A copy of this letter is placed in the student's file and also kept in the ESL binder. We do all that we can to ensure that the parents and students feel comfortable in our school environment. An entitlement or continued entitlement letter is sent home during the first two weeks of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding

ESL). This letter is distributed to each parent/guardian in both English and their home language. A copy of this letter is signed by a parent/guardian of the ELLs and returned to the ESL teacher. These letters are kept on file with the ESL teacher and a copy is also placed in the students' files. All ELLs are currently in a Freestanding ESL program at Jonas Bronck Academy based on parent surveys but we inform parents of all options and choices regardless of what programs we have in place. All options are presented in English and in their native language. The majority of parents have chosen to have their students in a Freestanding ESL program. During a Curriculum Night in September, the ESL teacher and Parent Coordinator meet with parents of ELLs to distribute and collect Parent Survey and Program Selection forms and to build relationships with the families of our ELLs. Over the past few years, the trend has been that all parents have selected Freestanding ESL on their Parent Survey and Program Selection form, which is currently the only program model offered at our school. We will continue to review our Parent Survey forms over the next few years to ensure that the programs we offer align with the requests of parents. Currently at Jonas Bronck Academy, we are offering parents their preferred choice of a Freestanding ESL program. As we monitor the growth of our ELL population over the next few years, we will consider offering a Transitional Bilingual program and investigate the steps our staff will need to take in order to offer a strong and rigorous bilingual model.

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														0
Push-In							1	1	2					4
Total	0	0	0	0	0	0	1	1	2	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	9

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1		1	6		5	9		5	16
Total	1	0	1	6	0	5	9	0	5	16

Number of ELLs in a TBE program who are in alternate placement: 0

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	5	7					16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	5	7	0	0	0	0	16

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

There are currently 16 LEP students enrolled at Jonas Bronck Academy. All students have Spanish as their home language. All students are at either the Intermediate or Advanced level of English proficiency according to the NYSESLAT. The Instructional Program for ELLs is a push-in/pull out model administered by certified ESL teachers. ELLs receive the mandated number of minutes per week (360 for Beginner and Intermediate, 180 for Advanced). The ESL teacher works closely with the content area teachers to ensure all lesson plans are adapted to best suit the needs of the ELLs in the classroom. In the classroom setting, the ELLs are placed in groups heterogeneously to ensure that they are receiving support from their native-English speaking peers. During academic intervention, ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. This small group instruction ensures that all students are receiving their mandated minutes and are instructed by a certified ESL teacher. All advanced level ELLs receive their mandated ESL minutes during push-in instruction. The intermediate students receive their mandated minutes through push-in instruction. They receive their additional minutes through small group instruction which is led by an ESL certified teacher. Content area teachers instruct students in the English language by incorporating ESL strategies into their lessons. Content area teachers, with the help of ESL teachers, modify the material so it is comprehensible for the ELLs. Teachers introduce new vocabulary prior to the lesson so the students are familiar with the new words, model activities, use visuals, graphic organizers and realia; relate instruction to students prior knowledge, and offer native language support. Students also receive additional support through the Achieve 3000 program. This is an internet based individualized learning program that uses online, summative assessment tools to differentiate English Language Arts instruction to improve reading comprehension, writing skills and vocabulary. This program also uses only non-fiction text which is extremely helpful to the acquiring of academic language. We currently do not have any newcomer or beginner students at Jonas Bronck Academy. If we were to have a native Spanish speaking student enroll, he/she would be administered the Spanish LAB. By using the results of this exam, the student's proficiency level can be used to help target their specific needs and the areas in which they need the greatest support. Instruction is differentiated for ELL subgroups in a variety of ways. We currently do not have any SIFE students at Jonas Bronck Academy. If we were to have Students with Interrupted Formal Education, we would individualized materials personalized to fit their learning needs. The ESL teacher would work closely with these student in both pull-out sessions and also in their content area classes to ensure that he is not falling behind in the curriculum. This student's needs would be addressed individually and in small groups to bridge any gaps in their skill base. It is extremely important to ensure that these students are

A. Programming and Scheduling Information

adjusting to the school setting and are comfortable in their learning environment to maximize their potential for learning. At Jonas Bronck Academy, the primary goal is to promote the rapid acquisition in English and student learning by providing immediate access to essential content instruction. At Jonas Bronck Academy we currently do not have any newcomers but we have structures in place to provide successful cultural adjustment to ensure acclimation into their new learning environment. For newcomers, instruction is implemented through total physical response and with a strong use of visuals and realia. These methods of instruction enable the newcomer to participate and engage the student in the lesson. The content area material is made comprehensible through the collaboration of the content area and ESL teachers to ensure learning is taking place in all areas. These methods are also implemented with the ELL students who have been receiving instruction for 4 to 6 years. These ELL students will receive small group, targeted instruction focusing on the acquisition of academic language. The ESL teacher will collaborate with content area teachers to obtain a list of vocabulary that is being learned throughout each unit. This vocabulary will be pre-taught and studied before it is presented in class. These students will also receive adapted materials in the classroom to ensure comprehension of material. By explicitly monitoring this group of ELLs with daily tracking of their progress based on the daily learning objective, their areas of deficiency will be noticed. By targeting the areas of struggle, the students will be able to master these areas effectively. These areas of deficiency will also be targeted during academic intervention given in small group with the ESL teacher. To address the needs of our long term ELLs, we are implementing one on one tutorial sessions with the ESL teacher and counseling from our guidance staff. There is also a tutoring system in place after school specifically for the long-term ELLs. During that time, the ESL teacher works with the students on acquiring academic vocabulary and scaffolding on content area material that they are struggling with. They also work with the Achieve 3000 program to help improve their reading levels and their comprehension of non-fiction text. Data analysis is done for all subgroups to see where they are having difficulty. These areas are then focused on during targeted intervention in both the classroom and during small group instruction. Teachers of ELL students with disabilities provide a number of strategies that help these students develop their language skills while also helping them access the academic content. There is an integration of content area and ESL instruction, specifically vocabulary instruction, extended response, and predictable classroom routines and activities. The ESL teacher prepares a support sheet daily for these students to help make their learning objectives attainable and to assist them to focus on the specific task they are learning. We try to incorporate students with disabilities in the least restrictive environment by looking at what services the student needs depending on their disability and to support their progress in the curriculum. The ESL teachers, content area teachers and Special Education teachers collaborate frequently to ensure that these students' needs are being met. We also ensure that all ELL-SWD are provided with their mandated testing accommodations.

Courses Taught in Languages Other than English ⓘ

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

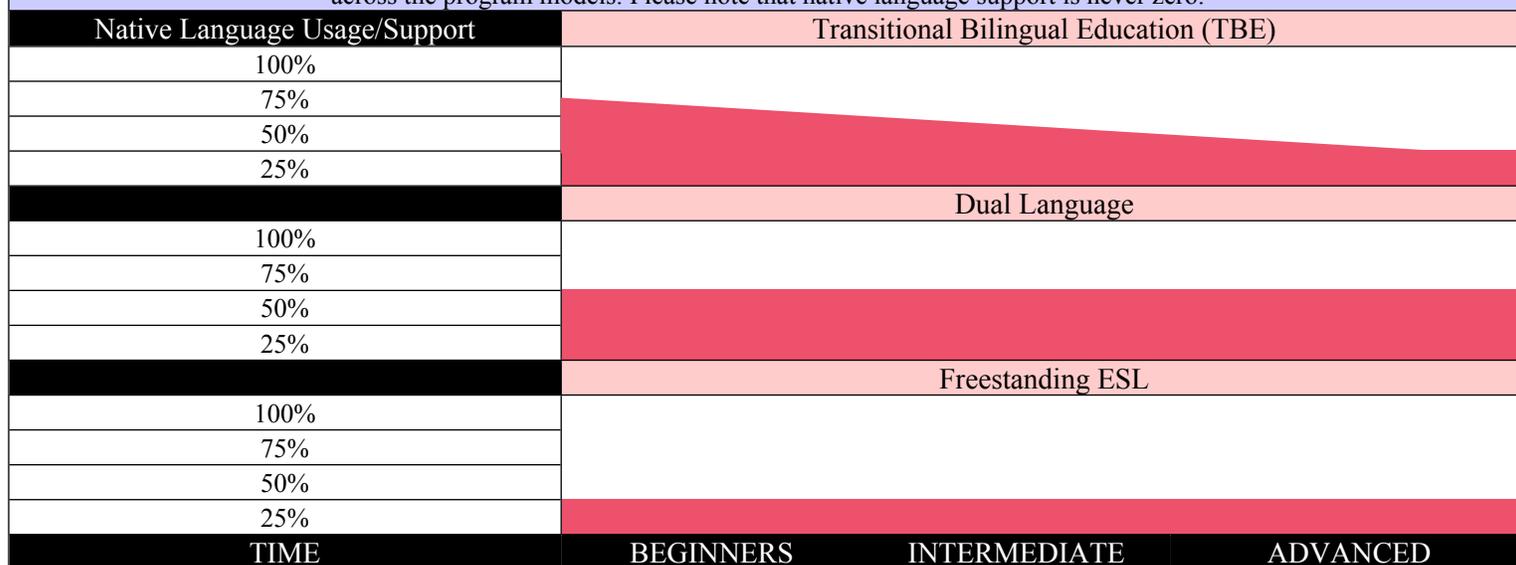
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

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?

As the majority of our ELLs at Jonas Bronck Academy are long-term LEPs, we created our ESL program with these students' needs in mind. The ESL and content area staff focus on developing an engaging and rigorous curriculum that will help our long-term ELLs achieve English language proficiency. NYSESLAT data revealed that most of our scholars lack proficiency in both Reading and Writing. Thus, there is a strong focus on writing in their targeted instruction. This instruction builds on LEPs' strengths by incorporating numerous collaborative activities and ensuring that scholars have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide abundant models of expository writing. Students who have recently reached proficiency on the NYSESLAT are also attend small-group targeted academic intervention. They continue to receive support and accommodations for up to two years. These former ELLs are given accommodations during school and state exams. These students are monitored by the ESL teacher to ensure they are transitioning appropriately. This year, we have been implementing the Writing Matters program in all of our ELA classes which is an online writing program that assists students in all areas of the writing process. When they are finished writing, they publish their writing pieces on the Ezine, which is an online class magazine. Students are also using the Achieve 3000 program to enhance their reading comprehension and academic vocabulary. There is also the use of Smartboard technology and document cameras in every classroom to address all different types of learning styles. We currently do not have any ELL programs that have been discontinued. Based on the progress of the students made this academic school year, we will assess the current programs that we are implementing and decide whether we will continue the programs we currently have in place. English Language Learners often struggle in Social Studies due to the high academic language demands of the content area. In an effort to bridge the language gap, the ESL teacher co-teaches with the Social Studies department and provides language support through the content area. Lessons are planned and scaffolded with ELL students in mind, incorporating visual and kinesthetic strategies, language objectives, and a variety of pre-teaching strategies to build students' background knowledge. LEP scholars at JBA receive a rigorous standards-based curriculum in all major content-areas. All teachers utilize the Workshop Model, which allows students to spend the majority of lesson time on active engagement with the content. School-wide periodic assessments and benchmarks are administered on a regular basis to keep track of student progress. This data is analyzed by both content area teacher and the ESL teacher to ensure that the students' needs are being met. Required services support and resources correspond to appropriate ELL age and grade level. Students of the same grade level are serviced at the same time. The work is differentiated to ensure that the needs of all students are being met and there is a high level of rigor in the classroom for all students. All ELL scholars participate in the Advisory program where they receive daily support in their organization and study skills. Many of our ELL scholars take advantage of extra-curricular activities such as Band, Chorus, Chess and Art Club, where they continue to practice and develop their skills. LEP scholars who need intervention in Math are invited to an after-school Math program targeted at preparing students for success on the state exam. Our library has numerous resources in the students native language such as bilingual dictionaries and math glossaries. It also contains an extensive bilingual literature collection, which currently includes a number of award-winning novels and books of poetry. The library offers a growing collection of books on CD and Playaways. These audio resources are extremely popular with our LEP students and support language development and reading level growth. In the summer before the new school year begins, the new ELLs are invited to an orientation with their parents. This is a great way to ensure that both the parents and the students feel comfortable in the new learning environment. They are given a tour of the school, visit classrooms and speak with both content area and ESL teacher. Students are also offered Spanish, French and Mandarin as a language elective. This is extremely beneficial to our ELL population. A solid foundation in their first language enables a much smoother transitioning process into their second language.

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?

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

our school. They will also attend trainings on completing necessary reports such as the Language Allocation Policy and the BESIS report to ensure we have the most current information on all ELL related information. Numerous professional developments have already been attended this year and there are numerous other ELL related professional developments scheduled for the remainder of the year. Topics of focus for the year include writing and supporting language objectives, using data to drive instruction, building ELLs background knowledge, and academic language in the content area. Upcoming professional developments are posted on a faculty bulletin board and highlighted in emails and the Academy Weekly newsletter. To ensure a smooth transition for our ELLs from one grade level to the next, each student has a portfolio of their work and data accumulated throughout the year. This portfolio is viewed by the student's teachers so they have a solid understanding of what academic level the student is on. This helps the staff to best prepare for the needs of the incoming student. This significantly helps the student in their transition from one grade to the next. These workshops and seminars ensure that all staff receives the minimum 7.5 hours of ELL training. Teachers are encouraged to attend workshops in groups, so that as a cohort, they can more successfully integrate new skills and knowledge into our school culture. Working with the Parent Coordinator and Guidance Counselor, the ESL teacher strives to place our ESL graduates in the most appropriate high school setting. These students will apply to a series of high schools that will best suit their needs. Records of these professional developments are kept by the staff member. All records of professional development are signed off on by the facilitator of the professional development or by the principal. Minutes are kept of all professional developments that take place in our school and are maintained by the facilitator.

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?

Parents of ELLs tend to be very involved in school activities at Jonas Bronck Academy and turnout at parent events is traditionally high. The parents of our ELLs always are actively involved in our cultural day event which takes place every year at Jonas Bronck Academy. This is a time when all students are able to share information, food and traditions about their culture. The parents bring in food and other artifacts that represent their culture. We also offer an after school session twice a week for the parents of the ELLs. During this time, the ESL teacher is available to assist the parents with any questions or concerns they may have. The parents of our ELLs are also invited to any celebrations we have at school and any field trips that are taken. The Parent Coordinator is proficient in both English and Spanish and communicates with parents of ELLs frequently by phone, in person, and through a newsletter that is distributed both to the students and via e-mail to all parents. All school documents are available in English and Spanish. Translation is available at all school events. The ESL teacher and Parent Coordinator notify parents of relevant school, CBO and city-wide workshops and events by e-mail or fliers home in both English and Spanish. The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the year. This year we will also be offering an ESL class for the parents of our scholars. We want to ensure that the language barrier is not inhibiting the parents of our scholars from being active participants in their child's learning process. Parents also have their own login to the online grading system. This enables them to have constant access to students' grades and progression throughout the school year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	1		1		2				4
7			4		1				5
8			6		1				7
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	1		4		2				7
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

In addition to the LAB-R, NYSESLAT, the ELL periodic assessment, and the benchmark assessments, ELLs are administered the Achieve 3000 Level Set test. This is an online assessment tool that utilizes the Lexile Framework, which offers a scientific means of matching students to non-fiction informational texts. This measuring scale is unique because it measures the reader ability and text difficulty on the same scale. This measure is based on two predictors of how difficult a text is to understand: syntactic complexity and semantic difficulty. We use this data to create an instructional plan for each student and set individualized goals for them according to their level. This data is extremely useful when teachers plan because they can plan the texts, student groupings, and the types of scaffolding that will be needed to grant the students access to their grade level material. While reviewing the NYSESLAT data, all of our ELLs tested intermediate or advanced on the combined modalities. The majority of our ELLs tested proficient on the Speaking/Listening sections and tested intermediate or advanced on the Reading/Writing sections. Knowing that these students are struggling with the Reading and Writing sections is extremely beneficial for classroom instruction because it enables us to target our interventions to their specific areas of need. Improvement in literacy is a major focus for our ELLs. The ELA NYS exam data correlates with the NYSESLAT data. The majority of ELL's scored a 2 on the NYS ELA exam and a 3 on the NYS math exam. The ELLs are having some success in their progress but clearly more interventions need to be in place to assist them in their learning. We did not have any students take exams in their native language last year so we cannot compare the data of the native language assessment versus the English assessment. The information from the ELL Periodic Assessment is greatly useful in instructional planning because you can see specific areas of strengths and weaknesses. The periodic results are viewed online and the data shows a question-by-question breakdown for each student. Knowing this information helps teachers to focus on strengthening students' skills and grouping them in the classroom based on their individual needs. Through extensive data analysis of benchmark exams, NYSESLAT data, interim assessment data and student learning objective data from the classroom, we are able to pinpoint specific areas of student need. These assessments give us specific areas of learning that the students struggle with and help us to target our interventions on those topics. There is always room for making changes and improving our programs to ensure the most effective learning experience for our students. Improving overall performance, particularly in literacy, is one of our main focuses this year for our ELL population. There have been many changes to our program and the way we are targeting intervention in our school this year. As we continue to analyze the data, we will constantly change our focus to ensure the most beneficial learning experience for not only our ELLs but for all of our students. We are working collaboratively as a staff to have each child reach their maximum potential this year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donalda Chumney	Principal		12/1/11
Christopher Willams	Assistant Principal		12/1/11
Marcela Torres	Parent Coordinator		12/1/11
Gianine LoPriore	ESL Teacher		12/1/11
	Parent		
Andrea Vanacore	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10x228** School Name: **Jonas Bronck Academy**

Cluster: **6** Network: **608**

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.

After reviewing all of our Home Language Identification Surveys (HLIS), the Home Language Report (RHLA), as well as informal interviews with parents done by our parent coordinator, we concluded that we have a great need for documents to be translated into Spanish. Currently 40% (99) of our parent/guardian population speak Spanish at home, however only 8% (22) of these parents require oral and written translation in Spanish. All other students have at least one parent/guardian in the home who speak the English language. Any documentation that is needed in other native languages is translated or we ensure that those parents are contacted and given all information through a translator. Surveys are also sent home at the beginning of the year and the parent's home language is filled out. This documentation is kept in each student's file to ensure that all parents are given information in the appropriate language. All information taken from the Home Language Identification Surveys is input into ATS by our Pupil Accounting Secretary. All documentation and reports are stored in our ESL binder.

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 conducted surveys of both parents and students to evaluate our school's written translation and oral interpretation needs. Based on our data, we have found that we have a high population of students with Spanish as their home language. We have reported this information to the school community through the monthly newsletter. This newsletter is distributed both through the students and via email to all parents in both English and Spanish. We have numerous staff members who are fluent in Spanish and the entire staff has been made aware of these findings. If a parent needs a translator in an additional language and we do not have a member on staff who speaks that language, we contact the Language Translation and Interpretation Unit.

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 staff will be surveyed and we will identify who is fluent in any languages other than English. We have numerous staff members who can translation documentation into Spanish. If there is a large amount of documentation that needs to be translated or information needs to be translated in any additional languages, we will outsource that information so it can be translated in a timely manner.

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.

Based on the data gathered from staff about their knowledge of languages spoken other than English, staff members will be asked if they can make themselves available for any translations needed during the school day and any meetings or conferences held before or after school. There is always a translator available for all meetings or conferences with parents and if we do not have a translator who speaks the parent's native language, we will contact the Language Translation and Interpretation Unit to ensure that parent's needs are being met.

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

Through our monthly newsletter, we make sure that parents are aware of their rights to have translation services. Our parent coordinator is in contact with every parent and is made aware of all native language needs. All parents who speak languages other than English at home are informed of their rights and the services that are available to them.