



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX EARLY COLLEGE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x324

PRINCIPAL: YVETTE RIVERA

EMAIL: YRIVERA8@SCHOOLS.NYC.GOV

SUPERINTENDENT: DONALD CONYERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Yvette E. Rivera	*Principal or Designee	
Corey Gaidusek	*UFT Chapter Leader or Designee	
Karen Tirado	*PA/PTA President or Designated Co-President	
Adisha Washington	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Roy Steele	Member	
Maria Rodriguez	Member/	
Carmen Feliz	Member/	
Rhonda Morris	Member/	
Ruben Jimenez	Member/	
Ms. Doucette	Member/	
Ms. Henry	Member/	
Madeline Brownstone	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.

Students will engage in one literacy performance based assessment task aligned to the CCLS that have been modeled by the NYCDOE instructional bundles for writing an argument with supporting evidence.

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.

- Student performance and progress is a key component and measure for the Progress Report. BECA reviewed Regents data, State testing data, ARIS, previous report cards and transcripts to assess our needs. Additionally, the current progress reveals that students need more development in the area of literacy to meet the Common Core Standards. Students will be required to complete at least one literacy assignment aligned to the common core standards. This will allow them develop skills in this focus area.

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.

Teachers will develop uniform assessments that align to grade level instructional bundles in English Language Arts. Based on our common baseline assessments, students will be provided with intervention strategies in all ELA classes to enhance and support achievement. All subject teachers will introduce meta cognitive literacy strategies in their classes to enhance student growth. Teachers will develop curriculum that is aligned to Common Core Standards. Students will be provided after school and Saturday tutoring. Teachers will use their common planning time to assess the effectiveness of their strategies by engaging in tuning protocols around inquiry team work, analysis of student work, and achievement data. Modification of teaching practices will be tested and evaluated to meet students' changing needs. These activities will continue throughout the school year.

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 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 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;
- Plan with Title I representative for parent workshops

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 becomes highly qualified, in order to achieve this goal.

- Offer high-quality, ongoing professional development
- Continuously brainstorm with SLT to implement recruitment strategies to attract highly qualified teachers
- For teachers that are not yet highly qualified develop a plan with a supervisor that includes a timeline for achieving highly qualified status in his/her teaching assignment which may include a mentor, outside coaches/consultant and if appropriate a payment of college courses by the school.
- Teachers who are not highly qualified are supported with the use of 5% title 1 funds to become highly qualified.

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.

- Bronx Early College makes use of various programs to support our initiatives and goals. BECA currently has a 21st Century grant that supports student afterschool programs in the Arts, Literacy, sports, and student leadership development with per-session funding. BECA also has relationships CBO's such as CUNY Creative Arts Team, Creative Connections, Learning Leaders, Bronx Works, CHAMPS, College Now, and EPIC to work with students in areas of College/Career Readiness and financial Aid planning. We provide breakfast, lunch and snacks free of charge to our students before during and after school, to ensure that they are concentrating on school and not their basic needs. BECA also provides materials to our students such as planners, binders, pens, etc. to help ensure that these are not obstacles to their learning.

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 II, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title 1 funds available in per session will supplement grant funding to provide additional support to students. FSF funds and Title 1 funds will support staff with CCLS professional development.

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.

- Students will engage in one mathematics performance based assessment task aligned to the CCLS that have been modeled by the NYCDOE instructional bundles for constructing viable arguments and critiquing the reasoning of others.

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.

- Student performance and progress is a key component and measure for the Progress Report. BECA reviewed Regents data, State testing data, ARIS, previous report cards and transcripts to assess our needs. Additionally, the current progress reveals that students need more development in the area of Mathematical Thinking to meet the Common Core Standards. Students will be required to complete at least one Mathematics assignment aligned to the common core standards. This will allow them develop skills in this focus area.

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.
- Teachers will develop uniform assessments that align to grade level instructional bundles in Mathematics. Based on our common baseline assessments, students will be provided with intervention strategies in all Math classes to enhance and support achievement. All subject teachers will introduce meta cognitive literacy strategies in their classes, which include constructing viable arguments and critiquing the reasoning of others to enhance student growth. Teachers will develop curriculum that is aligned to Common Core Standards. Students will be provided after school and Saturday tutoring. Teachers will use their common planning time to assess the effectiveness of their strategies by engaging in tuning protocols around inquiry team work, analysis of student work, and achievement data. Modification of teaching practices will be tested and evaluated to meet students' changing needs. These activities will continue throughout the school year.

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 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 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;
- Plan with Title I representative for parent workshops

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.

- Offer high-quality, ongoing professional development
- Continuously brainstorm with SLT to implement recruitment strategies to attract highly qualified teachers
- For teachers that are not yet highly qualified develop a plan with a supervisor that includes a timeline for achieving highly qualified status in his/her teaching assignment which may include a mentor, outside coaches/consultant and if appropriate a payment of college courses by the school.
- Teachers who are not highly qualified are supported with the use of 5% title 1 funds to become highly qualified.

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.

- Bronx Early College makes use of various programs to support our initiatives and goals. BECA currently has a 21st Century grant that supports student afterschool programs in the Arts, Literacy, sports, and student leadership development with per-session funding. BECA also has relationships CBO's such as CUNY Creative Arts Team, Creative Connections, Learning Leaders, Bronx Works, CHAMPS, College Now, and EPIC to work with students in areas of College/Career Readiness and financial Aid planning. We provide breakfast, lunch and snacks free of charge to our students before during and after

school, to ensure that they are concentrating on school and not their basic needs. BECA also provides materials to our students such as planners, binders, pens, etc. to help ensure that these are not obstacles to their learning.

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.

- Title 1 funds available in per session will supplement grant funding to provide additional support to students. FSF funds and Title 1 funds will support staff with CCLS professional development.

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.

- Improve teacher effectiveness by developing a shared understanding of instructional excellence.

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.

- In aligning to the Citywide Instructional Expectations and implementation of common core standards, using a research-based framework is necessary to create a common language around teaching and learning. Increasing teacher effectiveness will only enhance a positive and productive culture of learning for all students.

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.
 - Teachers engage in self-assessment on selected components of the Danielson Rubric
 - PD committee will develop and implement a coherent PD plan for teachers to integrate components of the Danielson Framework for Teaching
 - Principal and Assistant Principals set-up and follow a schedule for teacher observations and feedback using the Danielson Framework for Teaching
 - Teachers continuously engage in learning walks and provide feedback to their colleagues using the Danielson Framework for Teaching

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 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;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities
- Plan with Title I representative for parent workshops
- 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

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.

- Offer high-quality, ongoing professional development
- Continuously brainstorm with SLT to implement recruitment strategies to attract highly qualified teachers
- For teachers that are not yet highly qualified develop a plan with a supervisor that includes a timeline for achieving highly qualified status in his/her teaching assignment which may include a mentor, outside coaches/consultant and if appropriate a payment of college courses by the school.
- Teachers who are not highly qualified are supported with the use of 5% title 1 funds to become highly qualified.

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.

BECA has relationships CBO's such as CUNY Creative Arts Team, Creative Connections, Learning Leaders, Bronx Works, CHAMPS, College Now, and EPIC to work with students in areas of College/Career Readiness and financial Aid planning. Many of these organizations also provide professional development and work with staff around planning to support instructional initiatives and student achievement.

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.

- FSF funds and Title 1 funds to support staff with professional development. ARRA RTTT Citywide Instructional Expectations for Inquiry work and ARRA RTTT Data Specialist.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

- Develop a shared leadership model that improves teacher involvement in school wide decision making.

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.

- Teachers will collaborate with administrator in achieving instructional and school wide goals.
- Teachers to align assessments, curriculum, instruction and professional development to generate school-wide improvement.

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.
- Principal schedules PD opportunities for teachers
 - Principal develops opportunities for teachers to participate in leadership roles
 - Teachers engage in self-assessment on selected components of the Danielson Framework for Teaching.

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.

- Offer high-quality, ongoing professional development
- Continuously brainstorm with SLT to implement recruitment strategies to attract highly qualified teachers
- For teachers that are not yet highly qualified develop a plan with a supervisor that includes a timeline for achieving highly qualified status in his/her teaching assignment which may include a mentor, outside coaches/consultant and if appropriate a payment of college courses by the school.
- Teachers who are not highly qualified are supported with the use of 5% title 1 funds to become highly qualified.

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 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;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities
- Plan with Title I representative for parent workshops
- 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

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.
- BECA has relationships CBO's such as CUNY Creative Arts Team, Creative Connections, Learning Leaders, Bronx Works, CHAMPS, College Now, and EPIC. Many of these organizations also provide professional development and work with staff around planning to support instructional initiatives and student achievement.

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.

- FSF funds and Title 1 funds to support staff with professional development. ARRA RTTT Citywide Instructional Expectations for Inquiry work and ARRA RTTT Data Specialist.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

- Develop inquiry teams to increase teacher effectiveness in Engaging Students in Cognitively Challenging Tasks aligned to CCLS.

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.

- Inquiry allows teams to focus on cohorts of students to increase student performance across content areas. Teachers to align assessments, curriculum, instruction and professional development to generate school-wide improvement.

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:

- strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- Facilitation of teacher participation in inquiry teams around teacher pedagogy.
 - Teachers engage in the development of cognitively challenging tasks aligned to the CCLS.
 - Principals and assistant principals set up and follow a schedule for teacher observations and feedback using the Danielson Framework for Teaching. Domain 3C Engaging Students in Learning.
 - Teachers continuously engage in learning walks and provide feedback to their colleagues using the Danielson Framework for Teaching

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.

- Offer high-quality, ongoing professional development
- Continuously brainstorm with SLT to implement recruitment strategies to attract highly qualified teachers
- For teachers that are not yet highly qualified develop a plan with a supervisor that includes a timeline for achieving highly qualified status in his/her teaching assignment which may include a mentor, outside coaches/consultant and if appropriate a payment of college courses by the school.
- Teachers who are not highly qualified are supported with the use of 5% title 1 funds to become highly qualified.

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 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;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities
- Plan with Title I representative for parent workshops
- 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

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.

BECA has relationships CBO's such as CUNY Creative Arts Team, Creative Connections, Learning Leaders, Bronx Works, CHAMPS, College Now, and EPIC. Many of these organizations also provide professional development and work with staff around planning to support instructional initiatives and student achievement.

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.

- FSF funds and Title 1 funds to support staff with professional development. ARRA RTTT Citywide Instructional Expectations for Inquiry work and ARRA RTTT
- Data Specialist.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
1	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
2	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
3	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	63	42	0	0	0	0	11	n/a
7	72	54	0	0	0	0	20	n/a
8	70	58	0	0	0	0	18	n/a
9	49	40	0	0	20	0	0	n/a
10	0	26	0	12	10	0	0	n/a
11	11	20	42	0	8	0	0	n/a
12			0	0	0	0	0	n/a

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	After School Academy- provides all 6th, 7th and 8th grade students with support in both reading and writing. This service takes place after school on Tuesdays and Wednesdays. Regents prep for 9 th , 10 th and 11 th graders. School-wide club day supports students in developing their understandings in the Arts, Athletics, and student leadership development. Saturday Academy- provides all 6th, 7th and 8th grade students with support in both reading and writing. This service takes place on Saturday's throughout the middle months of the school year. Saturday regents prep and credit recovery for 9th and 10 th and 11 th graders
Mathematics	Prep classes and intensive Math classes for Level I & II students. We offer tutoring sessions after school and Saturdays for struggling students. Students track their progress based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction. All students can track their assignments and grades via pupilpath.com
Science	Living Environment and Earth Science classes that offer intensive test taking strategies to build students skills in preparation for the Regents. We offer tutoring sessions after school and Saturdays for struggling students. Students track their progress based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction. All students can track their assignments and grades via pupilpath.com
Social Studies	Tutoring is provided after school and Saturdays for struggling students. Students track their progress based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction. Regents' preparation classes. All students can track their assignments and grades via pupilpath.com
At-risk Services provided by the Guidance Counselor	Guidance counselor and Social worker works with teachers to offer academic interventions and attendance support. Staff has received the ladder of guidance referrals and training in regards to crisis intervention, signs of depression, suicide and educational, emotional and physical abuse as defined by the NYS Department of Social Services. Any student requiring ongoing counseling is either seen in a group or referred to an outside agency when appropriate.
At-risk Services provided by the School Psychologist	BECA works closely with the Campus School Based Support Team. Special Education referrals and triennials are reviewed by the committee and by the BECA Pupil Personal Team.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, BECA, 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. BECA will support parents and families of Title I students by:

- Family Literacy Training
- Parenting skills building
- Meetings to engage parents in planning, development and evaluation of Title 1 programs
- Professional development for parents to enable all children in the school to meet city and state performance standards, during the regular school year and the summer
- Translation of information into Spanish
- Reasonable expenditures for refreshments or food at parent workshops and trainings
- ESL workshops for parents
- Activities for non-English speaking parents
- Instructional supplies and materials for parent workshops and other training
- Postage, communications, and printing to provide ongoing outreach and information services to parents

BECA'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 BECA.

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, BECA 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;

BECA 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

BECA, 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 promptly 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 Debra Maldonado	District 09	Borough Bronx	School Number 324
School Name Bronx Early College Academy			

B. Language Allocation Policy Team Composition

Principal Yvette Rivera	Assistant Principal Nalini Singh
Coach Madeline Brownstone	Coach type here
ESL Teacher Jane Daniel	Guidance Counselor Rita Sabitino
Teacher/Subject Area Karin Stinson- French/ESL	Parent Carmen Feliz
Teacher/Subject Area Corie Gaidusek	Parent Coordinator Myrna Felix
Related Service Provider Elizabeth Ferreras	Other type here
Network Leader Dennis Sanchez	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
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	
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	505	Total Number of ELLs	50	ELLs as share of total student population (%)	9.90%
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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. 

1. New admits are identified as new to the New York City Public Schools Department of Education by the school secretary or guidance counselor. If it is clear that this student has never been admitted into the DOE, the parents are given a Home Language Identification Survey (HLIS) in their home language during an informal oral interview. This is administered by our ESL teacher and parent coordinator. If the parent or guardian checks "Other" at least once in items 1-4 on the HLIS and at least twice in 5-8, then the student is administered the LAB-R. If the student's test score indicates that ESL services are required, the parents are given, either at that time, or a time that is convenient to them within the next 10 days, an orientation to the ELL services that the NYC DOE has to offer, using the EPIC Parents materials, which includes both the written overviews, the introductory/choice video, and then they must indicate their program of choice. Parent Choice are updated in ATS in the ELPC screen. Parents are sent a notification as to their student's placement and program. We honor parent request by adhering to the 2011-2012 Enrollment Memo. BECA offers Freestanding ESL services. Based on parent choice forms, if we have 15 or more ELLs of the same language in K-8 or 20 or more in 9-12, we will provide a bilingual program. If a family request a bilingual program and a language BECA does not offer, we will admit the student, program them for ESL and contact the office of ELLs at ELLProgramTransfers@schools.nyc.gov to alert them of our request.

If newly admitted students have been a part of the NYC DOE, at that point, the ESL teacher will refer to the most current test history or ATS reports that are appropriate for ascertaining the students background information, test history, ELL level, and the breakdown of their strengths and weaknesses according to the NYSESLAT over the past several years. These students are then placed in a free-standing (8th-11th) and/or push in/pull out program serviced by our ESL teacher. Students are serviced according to the mandated state minutes for English Language instruction based on their previous year's NYSESLAT scores.

The NYSESLAT is administered yearly in April and May. The ESL teachers work closely with the testing coordinator to organize and schedule the testing of the students. They are typically tested by grade in separate settings for those with testing accommodations. Tests are secured within the school during the testing window, packaged by the ESL teacher and Testing Coordinator, assisted by other teachers that administered the test, then sent to the testing center.

2. The ESL teacher and the parent coordinator are involved in organizing and hosting a parent orientation, within the first ten days of admittance to the school for new ELLs. The parent is contacted by the parent coordinator to arrange an appointment for orientation. The EPIC box/EPIC online information is always available in the ESL teacher's office for newly admitted students and their guardians to review so that they can make the appropriate choice of programs. Parents are given a chance to view the introductory/choice videos, given pamphlets, parent materials, and written overviews. These orientation will be given by the ESL teacher and the parent coordinator. Videos are viewed in an available classroom. Parents are then made aware of the options provided by the school and they are then asked to complete the Program Selection Form to choose a program here at the school or within the City.

3. The ESL teacher runs RLAT reports to see who are entitled to services. Letters informing parents of their student's services including entitlement letters, continuing service, and transitioning out of ESL letters are distributed yearly in the fall. Two copies are sent home with students and/or mailed to parents. It is indicated that one should be kept for their files, while the other should be sent

back to school signed and dated with the student. These are kept on file in the ESL binder.

4. Identified ELLs are placed in their ESL instructional programs contingent on the parent choice and IEP mandates as well as the students previous NYSESLAT scores. Once parent makes a choice as to what program the students should be entitled to, the information is acknowledged and entered into ATS using the ELPC screen. Parents are sent a notification, in their home language. We honor parent request by adhering to the 2011-2012 Enrollment Memo. Based on parent choice forms, if we have 15 or more ELLs of the same language in K-8 or 20 or more in 9-12 we will provide a bilingual program. If a family request a bilingual program, in a language BECA does not provide, we will admit the students, program them for ESL and contact the Office of Ells at ELLProgramTransfers@schools.nyc.gov to alert of our request.

5. The Bronx Early College Academy has a ESL program serving grades 6-11. Based on Program Selection forms and Continuing Service letters, parents have chosen to continue their child's education at BECA over bilingual or transitional education at other schools. Student files are reviewed and updated yearly by the ESL teacher/coordinator and office staff. The program models offered at BECA are largely aligned with parent requests at this time. If, after review of all the parent choice forms, and there are more than 15 (6th-8th grade) or 20 (9th-11th grade) parents of students in 2 consecutive grades that have selected either bilingual or transitional services, BECA will provide those programs at that time. Students who were admitted at other schools within the DOE, and do not have the proper documentation have been noted, all efforts have been made to retain their records, and a note has been placed in the student's file.

6. Review of student files by school personnel have showed that many students who have come from other schools in the DOE do not have the HLIS, the parent choice form, or both on file. When there are holes in documentation, efforts will be made to contact the student's previous school to retrieve these parts of their file. If the student's file cannot be updated from the child's former school, a note will be placed in the student's file stating the reason for its absence.

Due to the lack of a majority of the student file information, B.E.C.A. continues it's Freestanding ESL program, until there are 20 or more students in 2 successive grades that have parent choice forms indicating the necessity for a TBE or Dual Language programs. As our school grows, close attention will be paid to Parent Choice forms and we will implement the appropriate classes when we have reached the designated number of students to create a TBE or Dual Language class.

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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	19
SIFE	4	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	24

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18	3	3	9	1	3	24	0	13	51
Total	18	3	3	9	1	3	24	0	13	51

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

C. Home Language Breakdown and ELL Programs

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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							7	10	11	8	10	1		47
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							1							1
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	8	12	11	9	10	1	0	51

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?

1. a. The organization models currently used at B.E.C.A. are Self Contained, according to each child's grade, ESL Level (B/I/A), and therefore mandated minutes. In some cases, push-in is used to supplement student learning within the content area using ESL strategies.
- b. Students at BECA are placed as much as possible in homogenous ESL self contained classes that are part of the student schedule (grades 8-11), and grades 6 and 7 are block schedules, who travel together. Those students take part in ESL more closely resembling the pull-out style, when the rest of their class goes to French.

A. Programming and Scheduling Information

2. ESL at B.E.C.A. strives to reach each student's needs by serving them at or above their mandated number of minutes. Currently, students of the same grade come to an ESL class heterogeneously mixed by level. The intention is to create more homogeneous groupings of students based on their skill level that will span two to three consecutive grades. Differentiation in the classroom is addressed by student level. Different tasks, processes and assessments are given to students. Students are grouped within each class based on level to best suit their learning needs. There is a change of leadership and consideration is being made to program students based on their NYSESLAT level spanning grade levels. Students are given glossaries and bilingual dictionaries to assist them in their content area classes.

2.b. B.E.C.A. ensures that instructional minutes are fully met by scheduling the ESL teacher to do both a push in/pull out program (push in/pull out is used solely for 6th and 7th grade) as well as a self-contained one on a daily basis to meet the mandated instructional minutes according to the CR-Part 154: Beginners and Intermediate in grades 6-8 receive 360 minutes or more weekly, Advanced in grades 6-8 receive 180 minutes or more weekly, beginners in grades 9-12 receive 540 minutes or more weekly, intermediate in grades 9-12 receive 360 minutes or more, advanced in grades 9-12 receive 180 minutes or more weekly. According to the model for Freestanding ESL, students receive 75% of their instruction in English, while still supporting them in their native language. Currently, the large majority of our ELL population is Spanish speaking. There have been extra efforts to increase the availability of Spanish language texts in classroom libraries, Spanish reference books, glossaries are available in classes that are eligible for use of the glossaries during testing. Students who are fluent in reading Spanish, or other Home Languages that are available are offered the Regents Exams in their home language, if they so choose. All content area classes are delivered in English with ESL supports when needed.

3. English, Math, Social Studies and Science are delivered in English by certified teachers who have received some training in ESL methodology. Students are given glossaries and bilingual dictionaries to assist them in content area classes. Both the ELA and Special Ed. Teachers collaborate with the ESL teacher in departmental meetings on a weekly basis. All other co-teachers, and other teachers of the ESL cohorts in each grade work with the ESL teacher in weekly planning and informal meetings to discuss differentiation in content, assessment, task, reading level of materials, organization of classroom/partnering, scaffolding for ELL students, and any other needs of the teachers or students. Extensive use of graphic organizers, KWL charts, outlines, visuals, and video, as well as collaborative group work is used to support our ELLs.

4. Students are given LABR in their native language when applicable. Also high school students are given the option to take any regents that are offered in their native language.

5. Differentiated Instruction for ELL subgroups.

a. SIFE Students

Our SIFE students are given extra support through self-contained small group classes for our 8th, 9th, and 10th and 11th grade SIFE students. Most ELA classes have Native Language Libraries, so that these students can increase literacy in both English and their home language to further support them in their educational growth. We offer explicit ESL literacy skills and instruction including paired work, homogeneous grouping, activating prior knowledge and visual aids. SIFE students performing below grade level are considered for the iLearn program that offers a computer-based learning program that blends learning models so that students can work at their own pace, with teacher guidance when needed. SIFE students are instructed in the same manner as long-term ELLs otherwise. Students are given LABR in their native language when applicable and also high school students are given the option to take any regents that are offered in their native language.

b. 0-3 years

Newcomers at B.E.C.A. are given multiple forms of support to increase their comfort, familiarity, and ability levels in speaking, reading, writing and listening. Teachers of these ELLs are given support as well to help differentiate lessons to reach these students on their level. All middle school students at B.E.C.A. are tested using both the QRI and the WRAP methods of reading assessment several times throughout the year, which helps teachers match texts to students' reading levels. ESL teachers coordinate with content area teachers to help them develop scaffolded lesson plans and activities such as templates for writing, audio books and listening centers, bilingual dictionaries and testing accommodations. These students are also given additional support in their content area classes where bilingual translations can be used (from a paired student or ESL teacher when applicable). During high stakes testing periods, students are tested in separate locations, given extended time, and provided with bilingual dictionaries when possible.

A. Programming and Scheduling Information

c. 4-6 years

For students that have been in ESL from 4-6 years B.E.C.A largely emphasizes reading and writing progression (but includes more intensive listening and speaking if indicated that this is a problem area according to NYSESLAT scores). A balanced literacy approach is used to support these skills in both ELA and when appropriate, ESL classes. In self contained classes, students spend time on guided and shared readings, which leads to independent work with differentiated texts, or paired reading, with continuing support from the teacher when needed. Students are asked to be reflective on their strategies for reading and their skills in writing, including grammar, spelling, punctuation, format and voice. Academic language and grade level vocabulary are incorporated into scaffolded lessons that both access prior knowledge, and create a supportive environment for growth. Students use journal writing, note taking, power point creation, text analysis, and creative projects to further their skills and push them towards mastery of the language and content areas. Students are tested in separate locations and given extended time and are given bilingual dictionaries when available.

d. Long Term ELLs

The majority of Long Term ELL intervention is geared towards support in Reading and Writing. Since an overwhelming majority of our ELLs received at least one level lower in Reading and Writing, over Speaking and Listening on the 2010 NYSESLAT, targeted instruction on Reading and Writing is a focus for these students in all content areas. B.E.C.A. has integrated a school wide writing rubric which is being incorporated into all content area classrooms and highlights “good writing” throughout the contents. This will support our ELLs to create consistency for writing in all classes, and instill a sense of constancy in their writing. The ESL teacher then supports these students with vocabulary, writing templates, sentence structure, grammar instruction and also helps the teachers of ELLs continue this work in their classrooms. After being given diagnostic tests to identify the areas that need improvements, combining this data with findings from both item analysis of all applicable State tests and NYSESLAT scores, the students are asked to set goals for reading and writing and develop a process for monitoring their progress. Students are encouraged to read and re-read, participate in think alouds, stop and jot their thoughts and ideas, turn and talk for understanding, participate in group discussion, analyze literature and quotes (in order to prepare for the ELA Regents) and take part in all parts of the writing process. AIS is available and considered for Long-Term ELLs who are struggling in a whole class setting. During high stakes testing periods, students are tested in separate locations are given extended time and provided with bilingual dictionaries when available.

e. ELLs identified as having special needs are serviced according to their IEPs. We have several programs to support those students, including SETSS, Integrated Co-Teaching services and a Self-Contained Special Ed. Class for our 6th and 7th grade students with special needs. There are multiple efforts to collaborate between the ESL teacher and the Special Ed. Coordinator and department. The ESL teacher regularly participates and sets goals in the Annual and Tri-annual reviews of IEPs and the ESL teacher also is a member of the Special Ed. Departmental meetings that meet once a week to further conversations on how to support ELLs with special needs. The IEPs for our ELLs with special needs are read by all ESL teachers, and the goals are kept as guidelines to help further support those students. More scaffolding and collaborating with teachers is done to ensure success of these students according to their IEPs. ELLs with special needs are also given all the same services as our Long Term ELLs when necessary. During high stakes testing, ELLs with special needs are tested in a separate location, given extended time, and then also given any other testing modifications according to their IEP.

6. B.E.C.A. has made an extra effort over the past year to purchase books and materials that are both low level (for students reading below their grade level), yet high interest. We have supplemented our extensive Bluford Series novels with many different kinds of age-appropriate, leveled texts that will further engage our students and hopefully turn them in to lifelong readers. We are also growing our listening libraries, as well as increase the amount of computers by more than 50% in the school. The goal is that these materials will provide differentiated access to content areas, as well as accelerate the language learning process. glossaries. Students with disabilities

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100%		
75%		
50%		
25%		
	Page 26	

Courses Taught in Languages Other than English

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?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. In content areas beginning ELLs receive a lot of modeling, graphic organizers, visual and formulaic approaches. They are paired with another speaker of their home language who is proficient in the content area material to help translate when needed. Bilingual dictionaries are being made available in every classroom and supplementary materials in their native language are use when available. Intermediate and Advanced level students are encouraged to use English dictionaries and are given vocabulary development exercises to help support their learning in the content. Visuals and graphic organizers are also often used to help support these students. Cornell Notes are used for high school level students and margin notes are taught to middle school students. Uniform assessments and mock Regents exams are used specifically to target and improve weak areas for high school students. Diagnostics and data analysis of Math, Science, Social Studies and Science State Tests are given to the middle school students. Instruction is then focused to target the needs of ELL students based on the data from these tests.

For students in grades 6-8, Computers for Youth has donated a desk top computer to any and all student families willing to come in for training and pick up of the computer. These computers are outfitted with programs that support students in all content areas, and homework is assigned by middle school teachers with these programs in mind.

High School students who are involved in the Lehman College College Now classes are given the option to take college courses for credit. The International Baccalaureate (IB) Program is being rolled out within our school this year, and students are expected to participate as global citizens, fulfilling volunteer work hours, arts and culture classes, as well as preparing to write and defend a major project during the 11th grade year.

We have also been awarded a 21st Century Grant that will host after school visual and performing arts programs.

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10. Programs and improvements for this year include the iLearn program for struggling students in middle and early high school. This computer based program gives students the opportunity to move at their own pace in lessons that are geared to their level and learning needs, with teacher help when necessary. More students will be involved in Supporting Adolescent Learning (SAL) reading intervention this year, helping both students and teachers become more in tune with the reading process in one on one, small group, and whole group learning environments. More content area teachers will be given ESL training sessions, at both in and out of school PDs. Additionally, Title III funds have been awarded to our school for the first time, so a team of administrators and pedagogues are working to build a before/after/Saturday day school support program for ELLs. There are a multitude of Instructional Materials used at B.E.C.A. to support our ELLs. In addition to SAL, students with below grade level reading have available the New Heights listening and reading stations. We hope to have several teachers trained in the Wilson reading program by the end of the school year to support our extreme cases in low level reading. Our science classes use Holt(HS) and Glencoe(MS) while our Middle School Social Studies classes use the Tradebook program. The True Stories series is often used to support ELLs with supplemental readings, as well as Daybook for Critical Reading and Writing for Intermediate and Advanced students.

11. No programs or supports for ELLs will be discontinued at this time.

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

	Beginning	Intermediate	Advanced
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			

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

D. Professional Development and Support for School Staff	
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.	
<p>1. Professional development for teachers of ELLs is an ongoing, year-long process for teachers at B.E.C.A. The Bronx Early College Academy's plan for our instructional and guidance staff will include both institutional support as well peer support and will take varied forms. Multiple PDs are offered by our CFN, and all language and ELA teachers will be attending an IB Middle Years Programs which will enhance their knowledge of language acquisition and literacy strategies. These will aid in the transition of our grades 6th through 8th students into the grades 9th through 12th grade phases of their secondary school education at BECA include:</p> <ol style="list-style-type: none"> Providing information in the form of articles and/or reports that make available examples and guidelines for carrying out different kinds of instructional activities. Providing a forum for cooperative teachers to meet and review both teacher and student progress. Arranging visits to other schools, where appropriate, to find out how instructional activities are conducted and supported there. Scheduling for ongoing review and feedback about how well instructional activities are working. <p>BECA's parent coordinator provides workshops such as English for ELLs, Learning Leaders, Gang Awareness to the parents of ELL students. Communication such as weekly newsletter, send out by the parent coordinator, is translated in the native language of our students. Native language is fed to the School Messenger through ATS, so when the calls are made to homes, they are done in the native language.</p> <p>2. In order to support teachers of ELLs in their transition from elementary to middle school and middle to high school, teachers are given important information about the ELL students that they see in their classes. Additionally, teachers are aware of the programs and resources available in the school to help students in each grade level. All students will be taking part in an Advisory program that will support more personal relationships between students and teachers. We currently have 5 social work interns that are also working to aid in transitions for students struggling. Our Wellness Center includes a Middle School counselor, a High School Guidance Counselor and the 5 interns to assist students in transitional wellbeing, as well as mandated and informal counseling for students.</p> <p>3. In accordance with the Jose P. holding we hold continuous PD sessions throughout the school year, both during whole staff meetings, and departmental meetings with the ESL teachers and our school. Faculty and department meetings include professional development activities on strategies in teaching ELLs. Chancellor's Conference Days also include workshops on strategies in teaching ELLs for content and special education teachers. Principal provides information and resources on strategies in teaching ELLs at Cabinets meetings and Assistant Principals attend professional development workshops on strategies in teaching ELL and turnkey the training to the teachers in their departments. Native language support is provided by the instructional and guidance staff. BECA has a Spanish bilingual social worker and testing coordinator. In addition, BECA has administrators, teachers, paraprofessionals and school aides who speak Spanish. Peer tutoring in students' native language is also available. Bilingual materials including dictionaries and glossaries are available in the library and in some classes. There is an on-going effort to secure appropriate bilingual materials.</p>	

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

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 have multiple opportunities for involvement at B.E.C.A. They have opportunities to be involved through volunteer work, for example: Learning Leaders help with office work, bulletin boards, making phone calls for our upcoming events as well as open house (parents of ELLs help make those phone calls that are in Spanish), lunch duty and hallway monitoring. Parents of ELLs have the opportunity to be trained as a Learning Leader volunteer by participating in a 6 hour training. These trainings, as well as all of the workshops offered at the school, are translated in Spanish. Parents also have the opportunity to assist with family events sponsored by our Parent Association such as their monthly "Movie Night". Parents of ELLs help us in translation (for ex: Computers For Youth Kick Off Day). All parents are kept informed weekly of the happenings at B.E.C.A. through a weekly newsletter sent out by the principal and parent coordinator. Back to School night, or Curriculum Night at BECA, is used as a way to introduce all parents, including parents of ELLs to the typical schedule their children follow on a day to day basis. We also have a sound turn out for parent teacher conferences twice a year. All of these situations are opportunities for ELL parents to talk with each other, as well as with the ESL teacher, continue their understanding of our program at BECA, and ask any questions they may have. This is also the second year that we have incorporated using Skedula as not only our online grade book for teachers, but encourage active involvement of parents to keep track of their students' grades and behavior.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes, the Bronx Early College Academy has partnered with WE ARE NEW YORK to offer our ELL parents English conversation group courses. We also partner with Learning Leaders that helps foster parental presence in the school.

3. How do you evaluate the needs of the parents?

The needs of the parents are great in number and the more support they receive to meet their needs, the more motivated they are to become involved. Our parent coordinator is actively involved with parents on a daily, weekly and monthly basis. She is bilingual in English and Spanish, acts as a translator on many occasions and acts as the general liaison between our parents, principal and teachers. We also have conducted parent surveys, to better meet our parents needs and address concerns. Also, informal conversations that take place at Parent Association meetings act as a tool to incorporate feedback from parents. Our High School guidance counselor makes personal phone calls to make sure there is a high turnout for all college planning and information meetings.

4. How do your parent involvement activities address the needs of the parents?

Our parental involvement activities make the parents aware that their language barrier does not affect their chances of making a difference in their child's education. They can help their child succeed by being active in their child's school and studies reveal that those students whose parents are active in their child's school system perform better in school. Our programs and partnerships give parents many opportunities to foster a relationship with BECA, and continue their growth as an active parent in their child's education.

B. Programming and Scheduling Information--Continued

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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. In content areas beginning ELLs receive a lot of modeling, graphic organizers, visual and formulaic approaches. They are paired with another speaker of their home language who is proficient in the content area material to help translate when needed. Bilingual dictionaries are being made available in every classroom and supplementary materials in their native language are use when available. Intermediate and Advanced level students are encouraged to use English dictionaries and are given vocabulary development exercises to help support their learning in the content. Visuals and graphic organizers are also often used to help support these students. Cornell Notes are used for high school level students and margin notes are taught to middle school students. Uniform assessments and mock Regents exams are used specifically to target and improve weak areas for high school students. Diagnostics and data analysis of Math, Science, Social Studies and Science State Tests are given to the middle school students. Instruction is then focused to target the needs of ELL students based on the data from these tests.

For students in grades 6-8, Computers for Youth has donated a desk top computer to any and all student families willing to come in for training and pick up of the computer. These computers are outfitted with programs that support students in all content areas, and homework is assigned by middle school teachers with these programs in mind.

High School students who are involved in the Lehman College College Now classes are given the option to take college courses for credit. The International Baccalaureate (IB) Program is being rolled out within our school this year, and students are expected to participate as global citizens, fulfilling volunteer work hours, arts and culture classes, as well as preparing to write and defend a major project during the 11th grade year.

We have also been awarded a 21st Century Grant that will host after school visual and performing arts programs.

9. Students are given extended time during state mandated test for 2 years passing the NYSESLAT test. They are also offered before and after school tutoring to help support with reading, writing, and speaking.

10. Programs and improvements for this year include the iLearn program for struggling students in middle and early high school. This computer based program gives students the opportunity to move at their own pace in lessons that are geared to their level and learning needs, with teacher help when necessary. More students will be involved in Supporting Adolescent Learning (SAL) reading intervention this year, helping both students and teachers become more in tune with the reading process in one on one, small group, and whole group learning environments. More content area teachers will be given ESL training sessions, at both in and out of school PDs. Additionally, Title III funds have been awarded to our school for the first time, so a team of administrators and pedagogues are working to build a before/after/Saturday day school support program for ELLs. There are a multitude of Instructional Materials used at B.E.C.A. to support our ELLs. In addition to SAL, students with below grade level reading have available the New Heights listening and reading stations. We hope to have several teachers trained in the Wilson reading program by the end of the school year to support our extreme cases in low level reading. Our science classes use Holt(HS) and Glencoe(MS) while our Middle School Social Studies classes use the Tradebook program. The True Stories series is often used to support ELLs with supplemental readings, as well as Daybook for Critical Reading and Writing for Intermediate and Advanced students.

11. No programs or supports for ELLs will be discontinued at this time.

12. ELLs are fully integrated into our school. Notifications of special programs and activities are sent home in English and the student's native language. ELLs are present in all instructional after school programs as well as all extra-curricular and enrichment activities. After receiving a grant for additional after school programing, ELLs (and all other students will be offered programs through the Creative Arts Team this year with drama, connections with Bronx Works, to assist kids with SAT/College articulation and offers other social services.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development for teachers of ELLs is an ongoing, year-long process for teachers at B.E.C.A. The Bronx Early College Academy's plan for our instructional and guidance staff will include both institutional support as well peer support and will take varied forms. Multiple PDs are offered by our CFN, and all language and ELA teachers will be attending an IB Middle Years Programs which will enhance their knowledge of language acquisition and literacy strategies. These will aide in the transition of our grades 6th through 8th students into the grades 9th through 12th grade phases of their secondary school education at BECA include:

- a. Providing information in the form of articles and/or reports that make available examples and guidelines for carrying out different kinds of instructional activities.
- b. Proving a forum for cooperative teachers to meet and review both teacher and student progress.
- c. Arranging visits to other schools, where appropriate, to find out how instructional activities are conducted and supported there.
- d. Scheduling for ongoing review and feedback about how well instructional activities are working.

BECA's parent coordiantor provides workshops such as English for ELLs, Learning Leaders, Gang Awareness to the parents of ELL students. Communication such as weekly newsletter, send out by the parent coordinator, is translated in the native language of our students. Native language is fed to the School Messenger through ATS, so when the calls are made to homes, they are done in the native language.

2. In order to support teachers of ELLs in their transition from elementary to middle school and middle to high school, teachers are given important information about the ELL students that they see in their classes. Additionally, teachers are aware of the programs and resources available in the school to help students in each grade level. All students will be taking part in an Advisory program that will support more personal reslationships between students and teachers. We currently have 5 social work interns that are also working to aid in transitions for students struggling. Our Wellness Center includes a Middle School counselor, a High School Guidance Counselor and the 5 interns to assist students in transitional wellbeing, as well as mandated and informal counseling for students.

3. In accordance with the Jose P. holding we hold continuous PD sessions throughout the school year, both during whole staff meetings, and departmental meetings with the ESL teachers and our school. Faculty and department meetings include professional development activities on strategies in teaching ELLs. Chancellor's Conference Days also include workshops on strategies in teaching ELLs for content and special education teachers. Principal provides information and resources on strategies in teaching ELLs at Cabinets meetings and Assistant Principals attend professional development workshops on strategies in teaching ELL and turnkey the training to the teachers in

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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 have multiple opportunities for involvement at B.E.C.A. They have opportunities to be involved through volunteer work, for example: Learning Leaders help with office work, bulletin boards, making phone calls for our upcoming events as well as open house (parents of ELLs help make those phone calls that are in Spanish), lunch duty and hallway monitoring. Parents of ELLs have the opportunity to be trained as a Learning Leader volunteer by participating in a 6 hour training. These trainings, as well as all of the workshops offered at the school, are translated in Spanish. Parents also have the opportunity to assist with family events sponsored by our Parent Association such as their monthly "Movie Night". Parents of ELLs help us in translation (for ex: Computers For Youth Kick Off Day). All parents are kept informed weekly of the happenings at B.E.C.A. through a weekly newsletter sent out by the principal and parent coordinator. Back to School night, or Curriculum Night at BECA, is used as a way to introduce all parents, including parents of ELLs to the typical schedule their children follow on a day to day basis. We also have a sound turn out for parent teacher conferences twice a year. All of these situations are opportunities for ELL parents to talk with each other, as well as with the ESL teacher, continue their understanding of our program at BECA, and ask any questions they may have. This is also the second year that we have incorporated using

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes, the Bronx Early College Academy has partnered with WE ARE NEW YORK to offer our ELL parents English conversation group courses. We also partner with Learning Leaders that helps foster parental presence in the school.

3. How do you evaluate the needs of the parents?

The needs of the parents are great in number and the more support they receive to meet their needs, the more motivated they are to become involved. Our parent coordinator is actively involved with parents on a daily, weekly and monthly basis. She is bilingual in English and Spanish, acts as a translator on many occasions and acts as the general liaison between our parents, principal and teachers. We also have conducted parent surveys, to better meet our parents needs and address concerns. Also, informal conversations that take place at Parent Association meetings act as a tool to incorporate feedback from parents. Our High School guidance counselor makes personal phone calls to make sure there is a high turnout for all college planning and information meetings.

4. How do your parent involvement activities address the needs of the parents?

Our parental involvement activities make the parents aware that their language barrier does not affect their chances of making a difference in their child's education. They can help their child succeed by being active in their child's school and studies reveal that those students whose parents are active in their child's school system perform better in school. Our programs and partnerships give parents many opportunities to foster a relationship with BECA, and continue their growth as an active parent in their child's education.

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)							3	3	1	2	0	0		9
Intermediate(I)							2	4	4	1	4	1		16
Advanced (A)							3	5	6	6	6	0		26
Total	0	0	0	0	0	0	8	12	11	9	10	1	0	51

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	1	0	0	6
7	9	2	1	0	12
8	4	6	0	0	10
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		1		1		1		8
7	9		3		1		0		13
8	3		6		1		0		10
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Bronx Early College Academy

School DBN: 09x324

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x324 **School Name:** Bronx Early College Academy

Cluster: PSO **Network:** 521

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.

At the beginning of the school year we gather information on our students and their families and use that information in how we communicate with our school population. For families, we have blue cards in English and Spanish, which also indicate the home language preference. At our parent teacher conferences and other school functions, we always have translators on hand to assist in bridging communication between staff and parents. For important letters about promotion, we provide letters in both English and Spanish. Our Parent Coordinator is bilingual and assists in communicating with families in both English and Spanish.

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

Each month at BECA we have school functions and invite parents, which is where we get feedback and collect information on our needs moving forward. As a result of our monthly parent meetings, we have learned that there is a growing need for more letters to be written in Spanish than we are presently offering, which is in part due to our time and budgetary constraints. As far as oral interpretation needs, we have received positive feedback and will continue to have translators available for parent events.

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.

To provide the necessary written translation services, we will use a combination of resources from in-house- Parent Coordinator, School Aides and parent volunteers. We will determine when these forms of written communication are necessary and put a team of people to implement. These forms of written communication are to be created in line with the "original" document in English, to ensure that all written communication is distributed at the same time.

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

We will continue to offer oral interpretation to families through our in-house personnel. We will continue to use our Parent Coordinator, School Aides and parent volunteers

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>.

As a school, we will review and follow the necessary requirements and create a plan for implementation with the members that will be responsible for sharing information with families in Spanish. We will also continue to use resources available to us from the Department of Education website to ensure all of our families are communicated with in a language that is compatible with their home language

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Early College Academy	DBN: 09x324
Cluster Leader: Debra Maldonado	Network Leader: Dennis Sanchez
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 20

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Full time, certified ESL teacher that services students in 6 -11th grades with English Language support needs. She meets with students five days per week for both push in and pull out services. The students being services have English language needs and are native Spanish and 1 Korean speaker. Students receive the number of minutes per week based on their level (beginner, intermediate or advanced) In total there are 53 students that receive these services.

Part C: Professional Development

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

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

Begin description here: 1Professional development for teachers of ELLs is an ongoing, year-long process for teachers at B.E.C.A. The Bronx Early College Academy's plan for our instructional and guidance staff will include both institutional support as well peer support and will take varied forms. Multiple PDs are offered by our CFN, and all language and ELA teachers will be attending an IB Middle Years Programs which will enhance their knowledge of language acquisition and literacy strategies. These will aid in the transition of our grades 6th through 8th students into the grades 9th through 12th grade phases of their secondary school education at BECA include:

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- d. Scheduling for ongoing review and feedback about how well instructional activities are working.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents have multiple opportunities for involvement at B.E.C.A. They have opportunities to be involved through volunteer work, for example: Learning Leaders help with office work, bulletin boards, making phone calls for our upcoming events as well as open house (parents of ELLs help make those phone calls that are in Spanish), lunch duty and hallway monitoring. Parents of ELLs have the opportunity to be trained as a Learning Leader volunteer by participating in a 6 hour training. These trainings, as well as all of the workshops offered at the school, are translated in Spanish. Parents also have the opportunity to assist with family events sponsored by our Parent Association such as their monthly "Movie Night". Parents of ELLs help us in translation (for ex: Computers For Youth Kick Off Day). All parents are kept informed weekly of the happenings at B.E.C.A. through a weekly newsletter sent out by the principal and parent coordinator. Back to School night, or Curriculum Night at BECA, is used as a way to introduce all parents, including parents of ELLs to the typical schedule their children follow on a day to day basis. We also have a sound turn out for parent teacher conferences twice a year. All of these situations are opportunities for ELL parents to talk with each other, as well as with the ESL teacher, continue their understanding of our program at BECA, and ask any questions they may have. This is also the second year that we have incorporated using Skedula as not only our online grade book for teachers, but encourage active involvement of parents to keep track of their students' grades and behavior.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		