Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : BRONX LEADERSHIP ACADEMY II

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X527

PRINCIPAL: KATHERINE CALLAGHAN EMAIL: KCALLAGHAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR BROWN

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
Katherine Callaghan	*Principal or Designee	
Siobhan Walsh	*UFT Chapter Leader or Designee	
Albert Hawkins	*PA/PTA President or Designated Co-President	
Harold Corporan	DC 37 Representative, if applicable	
Victoria Buchanan	Student Representative	
Dorien Boateng	Student Representative	
Passion Foy	Member/AP	
David Buie	Member/Teacher	
Ada Goyco	Member/Parent	
Ego Ozim	Member/Parent	
Jaime Guarnaccia	Member/Parent	
Rosemarie Bourne	Member/Parent	
Teresa Ricks	Member/Parent	
Suzanne Shoulders	Member/Parent	
Tyrone Jones	Member/Guidance Counselor	

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

- 90% of 9th and 10th Grade students will be graded on a standards or mastery based system by June of 2012

Comprehensive needs assessment

According to our last quality review done 2009-2010, one of the key next steps is to give clearer feedback to students about their next learning steps, as well as communicate with parents and guardians about what their students are learning. In a mock QR done in 2010-2011, we were informed that our school needed documented curriculum that can be revised each year based on student work. Using a mastery based system for grading will help our teachers document and then identify the strengths and weaknesses of our curriculum overall and allow for more targeted revision of the curriculum based on inquiry work. We can then focus on the curriculum that are not helping our students achieve the target results that we are setting. Students will also know where they are and what they need to learn at any point.

Instructional strategies/activities

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

1) We will refine our curriculum to include outcomes - key standards based on NYS and CCLS - and establish criteria by which students can show proficiency in a given outcome. We will do this in weekly department meetings and in a 3 day PD before school opens. Administration will have quarterly check-ins with teachers to revise unit planning and look at student work and progress, and determine next steps for teacher implementation and support needed. This work will be done unit by unit throughout the year in all grades. The learnings of the 9th and 10th grade teachers in using this process will be shared with the 11th and 12th grade teachers enabling the strongest possible outcomes for future years.
2) We will use an online grading system to track students progress towards the criteria set forth in the unit plans. This will enable us to communicate this information to students and families. We will hold a family night where the new grading system is explained to parents/guardians before parent-teacher night.
3) Teachers will be an integral piece of decision-making and policy around how the school implements this reform. In their Grade Level and Department meetings they will discuss successes, challenges, best practices, and surface questions that need to be addressed at a school level.
4) We will assess the strategies that are being used every trimester and make any changes that may be necessary to make this change useful to the conversations of what students have learned and what they need to learn.

Strategies to increase parental involvement

- We will hold a family night where the new grading system is explained to parents/guardians before parent-teacher night.
- We will continue to explain our new system to parents with explaining how this system will better help them understand how to support their students in our school.

Strategies for attracting Highly Qualified Teachers (HQT)

- We already have all HQT.

Service and program coordination

Budget and resources alignment

We will use FSF to pay training rate for staff PD in August. We will pay persession for Dept Leaders to be trained after school one day a week to enable them to lead their teams in this work. In addition we have allocated funds for a two days a week coach who can work with the teachers to revise their plans and assist with implementation of this grading system. We also have spent time training our programmer to be able to work with the online grading program to ensure it will meet our needs.

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

Improve attendance to 83.5% for SY 2011-2012

Comprehensive needs assessment

On our progress report our lowest section was the School Environment because of the attendance rate. Our other lowest section on the progress report was credit accumulation and we believe that if our attendance affects the number of courses that students pass.

Instructional strategies/activities

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

d) timeline for implementation.

1) Our attendance team meets twice a week. Once a week is focusing on closing 407s, the other meeting is focused on raising attendance overall. We will have student focus groups to understand why students are not coming to school. The team will have a target group of students that they will mentor and try various strategies to bring up their attendance.
2) We will do family meetings with targeted students to explain the important of coming to school and help co-create strategies to ensure student attendance at school.
3) Have a focus on building relationships at Faculty PD for the year, so that faculty understands the importance of and has the skills to relate to the students in order to support student's academic success..

Strategies to increase parental involvement

- We will have several family meetings with students with low attendance
- We will make daily phone calls to families of students not in school.

Strategies for attracting Highly Qualified Teachers (HQT)

- We already have HQT

Service and program coordination

- We will use Wakeup NYC

Budget and resources alignment

- Funds have been set aside for our attendance incentive programs.

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

Increase number of 10th graders receiving a 75% or above on the ELA Regents and and 80% on the Integrated Algebra Regents to 30% in June of 2012

Comprehensive needs assessment

Our college readiness index is only 7.3% on the progress report. We need to help our students focus on achieving higher than the minimum, and have our teachers focus on curriculum that focuses on scoring above the minimum.

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.

Our English Department will support our 10th grade teachers to re-align the 10th grade English curriculum based on CCLS and their Interim Assessment analysis. In their department team they will analyze student work, do inter-visitations of classes, and revise their lesson and unit plans.
Our Math Department will create a second year Integrated Algebra class that supports both geometric ideas and concepts and continues to build algebra skills.
Teams will meet weekly, and will have more formal evaluations of their work with administration each trimester to help reflect on, monitor, and evaluate their strategies.

Strategies to increase parental involvement

- Through use of Outcomes based grading, parents will be informed of their student's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- We already have HQT

Service and program coordination
Budget and resources alignment • DYO funds will be set aside for grading and analysis of the interim assessments.

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.

Professional Development - Teachers will all move up the professional teaching rubric 1 level on "Student Engagement" from June 2011 to June 2012
Comprehensive needs assessment Based on our last Quality Review, we need to raise student engagement. The teachers will all move up the professional teaching rubric 1 level on "Student Engagement and Critical Thinking"
Instructional strategies/activities We will provide initial training in August for entire staff before the school year starts. We will Use our professional teaching rubric to monitor teacher progress and give actionable feedback to teachers. We will visit teacher classes every two weeks and train Grade Level Team leaders to provide professional development for their team around how to move up the rubric. We will track teacher progress and give actionable feedback to teachers, with a focused check-in during staff mid-year reviews. We will send staff to outside PD, if possible, that will encourage and enable teachers to move up the rubric.
Strategies to increase parental involvement •
Strategies for attracting Highly Qualified Teachers (HQT) • We have HQT
Service and program coordination

Budget and resources alignment
Training rate for August PD, Persession for Grade level team leaders after school training. Money for outside PD.

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	# 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

8	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
9	150	140	123	37	150	10	30	5
10	0	98	0	0	98	10	20	5
11	21	24	21	24	24	10	15	5
12	6	10	9	19	19	5	5	5

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	The 30 lowest performing 9th graders, are programmed into 2 small (15:1) English classes. This small group instruction is provided during the school day for 55 minutes per day. The remainder of 9th grade students are programmed into small (25:1) English classes for 55 minutes per day. Instruction is focused on developing writing skills. 10th-12th graders are serviced through the work of departmental inquiry teams meet for 2 hours each week to analyze student from work from low performing students. Inquiry teams develop intervention lesson plans specifically targeted to skill deficiencies. Interventions take place during the school day in English classes (55 min/day) or during mandated tutoring (60 minutes/week) adjacent to student lunch.
Mathematics	The 30 lowest performing 9th graders, are programmed into 2 small (15:1) Algebra classes. This small group instruction is provided during the school day for 55 minutes per day. The remainder of 9th grade students are programmed into small (25:1) Algebra classes for 55 minutes per day. Instruction is focused on developing writing skills. 10th-12th graders are serviced through the work of departmental inquiry teams meet for 2 hours each week to analyze student from work from low performing students. Inquiry teams develop intervention lesson plans specifically targeted to skill

	deficiencies. Interventions take place during the school day in Algebra and Intro to Geometry classes (55 min/day) or during mandated tutoring (60 minutes/week) adjacent to student lunch.
Science	Low performing 9th grade science students are enrolled in a multi-disciplinary Environmental Science course designed to build scientific literacy skills. The course meets daily for 55 minutes per day. Students will work in small groups and independently to build the skills needed for success on state science exams. 10th-12th graders are serviced through the work of departmental inquiry teams meet for 2 hours each week to analyze student from work from low performing students. Inquiry teams develop intervention lesson plans specifically targeted to skill deficiencies. Interventions take place during the school day in Living Environment classes (55 min/day) or during mandated tutoring (60 minutes/week) adjacent to student lunch.
Social Studies	9th-12th graders are serviced through the work of departmental inquiry teams meet for 2 hours each week to analyze student from work from low performing students. Inquiry teams develop intervention lesson plans specifically targeted to skill deficiencies. Interventions take place during the school day in Global History or Humanities classes (55 min/day) or during mandated tutoring (60 minutes/week) adjacent to student lunch.
At-risk Services provided by the Guidance Counselor	Guidance counselors regularly review student grades and meet with struggling students in small groups and individually. Guidance counselors coordinate with grade level teacher teams to identify students of concern.
At-risk Services provided by the School Psychologist	The school psychologist is responsible for the evaluation of students with disabilities or students referred for initial evaluation from their teachers or family members. Evaluations are conducted individually both during school, on Saturdays, and afterschool.
At-risk Services provided by the Social Worker	The social worker is responsible for all mandated and crisis counseling of students with disabilities and struggling students. Counseling occurs weekly in small groups and individually.

At-risk Health-related Services	Montefiore School Health Program is available on campus during the school day. Services include general medicine, psychiatry, and crisis counseling.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational

Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- 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;
- 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

SCHOOL-PARENT COMPACT

Bronx Leadership Academy II High School

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees

• To use academic learning time efficiently
• To respect cultural, racial, and ethnic differences
• To implement a rigorous curriculum aligned to the common core
• To provide high quality instruction in all content areas by Highly Qualified Teachers
 	
• To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.
• To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
• To provide parents with timely information about all programs.
• To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
 	
• To deal with communication issues between teachers and parents through:
• parent-teacher conferences at least twice annually
• frequent reports to parents on their children's progress
• reasonable access to staff
• opportunities to volunteer and participate in their child's class
• observation of classroom activities
 	
• To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes and workshops.
	• To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
	• To work with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.
	• To share the responsibility for improved student achievement.
	• To set limits to the amount of time his/her child watches television and promote positive use of extracurricular time
	• To communicate with his/her child's/children's teachers about their educational needs.
	• Encourage my child to follow school rules and regulations
	
	• To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
	
	• To increase parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:
	  • attending PA Meetings
	  • their involvement in parental workshops
	  • participating in any school events
	  • serving as a PA or SLT member
	  • attending Community Based Organization meetings

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

_____ _____

Signature of School Principal/Advisor

_____ _____

Type/Print Name

_____

Signature of Parent/Guardian

_____

Type/Print Name

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 Deboarh Maldonado/ Derek Smith	District 07	Borough Bronx	School Number 527
School Name Bronx Leadership Academy II			

B. Language Allocation Policy Team Composition ⓘ

Principal Kate Callaghan	Assistant Principal Jeremy Rynders
Coach N/A	Coach N/A
ESL Teacher J. Howell	Guidance Counselor Tyrone Jones
Teacher/Subject Area E Raynolds/Spanish and ELL	Parent
Teacher/Subject Area A. Dondero/French and ELL	Parent Coordinator Betty Robinson
Related Service Provider Lino Showverer	Other Data Spec: Colleen Sterner
Network Leader Derek Smith	Other type here

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	530	Total Number of ELLs	75	ELLs as share of total student population (%)	14.15%

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) The HLIS is given to the parent by our Pupil Personell Secretary, B. Hodge, when students first register with the school. The interview is then conducted by an ELL certified pedagogue. If the native lanugage is Spanish, the interview is completed by Ms. Raynolds. If the native language is French, we will use our French teacher, A. Dondero. If another language is used we would require the DOE interpretation service. Students identified as ELL are given the LAB-R assessment by our ELL teacher, J Howell. LAB administration in Spanish will be completed by Ms. Raynolds. The NYSELAT exam is also adminsitered by our ELL teacher J. Howell. Our data specialist, C Sterner, will run ATS reports to identify students not tested.
2) After a student is tested and found to need services, parents are invited to the school for an orientation within 10 days. Parents meet with our ELL coordinator, Ms. Howell (a pedagogue), who will explain to them the options avaailable to them and help them find the program that is best suited for their child. Parents can make their selection then or return their selection form via mail or with their student. When TBE/DL programs become available for interested parents they will be contacted via phone by our parent coordinator.
3) Forms are mailed to student homes and given to students in school by our parent coordinator. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information. Completed letters will be filed with student records.
4) The ELL coordinator, guidance counselor, and parent collaborate to agree upon the best placement of the student. Any translation needed is provided by the school. Placement letters are distributed by the ELL coordinator. Placement letters are filed with student records. Continued entitlement letters will also be filed with student records.
5) All parents in the last two years have requested freestanding ESL.
6) Yes. Parents have indicated that they want students to acquire English as quickly as possible and do not believe that will happen in a bilingual setting.

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 ◉ No ❄	If yes, indicate language(s):

Dual language program	Yes ❍ No ❄	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	**Newcomers (ELLs receiving service 0-3 years)**	70	**Special Education**	28
SIFE	0	**ELLs receiving service 4-6 years**	5	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	70		28	5			0			75
Total	70	0	28	5	0	0	0	0	0	75
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

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**
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	

African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	17	14	9	**63**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French											1			**1**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other										6	4		1	**11**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**29**	**22**	**14**	**10**	**75**

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?

A. Programming and Scheduling Information

1) Students are enrolled in a team teaching ELL push in class with English and ELL certified instructors for 57 minutes per day (285 minutes per week). Students are additionally enrolled in a pullout ELL course to specifically focus on their reading and writing skills for 57 minutes per day (285 minutes per week). Push in classes are progammed heterogenously by proficiency level but homogenously by grade. Pull out classes are heterogenous for grade and proficiency level.
2) We provide 570 Minutes of instruction per week to beginners and intermediates. We provide 285 minutes of ESL services and 285 minutes of ELA instruction to advanced students. NLA will be implemented if requested from parents.
3) Content area courses are taught with a sheltered English approach. Materials are made by individual teachers to be accessible to students with limited english proficiency but relevant to course standards. ELL pullout class uses content material from a variety of courses to assist in content specific language acquisition.
4) Students are provided with translation materials whenever possible. Teachers are given access to alternative language tectbooks and regents review materials. Most materials currently used are targetted towards spanish speakers as this is our majority population as of right now. The school is currently in the process of obtaining more spanish language texts.
5) ELL students are given programs and instruction relevant to their individual needs. Teachers work in grade level teams twice per week to identify student needs and share best practices.
a) Students with interruption in formai education are assisted in making the transition back to school in several ways. If students are illiterate they enrolled in a pull out small reading class (5:1). Our parent coordinator and attendance team work with families in obtaining any necessary supplies for school.
b) Students are enrolled in a team teaching ELL push in class with English and ELL certified instructors for 57 minutes per day (285 minutes per week). Students are additionally enrolled in a pullout ELL course to specifically focus on their reading and writing skills for 57 minutes per day (285 minutes per week). Push in classes are progammed heterogenously by proficiency level but homogenously by grade. Pull out classes are heterogenous for grade and proficiency level.
c) We provide 570 Minutes of instruction per week to beginners and intermediates. We provide 285 minutes of ESL services and 285 minutes of ELA instruction to advanced students.
d) Students are enrolled in a team teaching ELL push in class with English and ELL certified instructors for 57 minutes per day (285 minutes per week). Students are additionally enrolled in a pullout ELL course to specifically focus on their reading and writing skills for 57 minutes per day (285 minutes per week). Push in classes are progammed heterogenously by proficiency level but homogenously by grade. Pull out classes are heterogenous for grade and proficiency level
6) A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials (grades 9-12) are made available in all of these classes.
7) A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials are made available in all of these classes. Students are only given the supports that they are mandated to receive or that their families or teachers think would be benefitial as to ensure they have been placed in the least restrictive environment. Besides the one pull out period all other classes are in a full inclusion environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

Math:	English
Science:	English

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

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

B. Programming and Scheduling Information--Continued

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

8) Team teaching is used in ELA, Math, Science, and History to lower the teacher to student ratio for targeted students. Team teaching services are typically offered in English.
9) Students continue to take English coursework appropriate to their performance level until they graduate even as former ELLs. Students will work on writing, reading, speaking, and listening for Regents and College prep tasks.
10) Creation of pull out class that meets 5 days per week to help students be more successful on the NYSELAT and in their English classes.
11) Students were only being served in push-in model. ELL teacher believed students needed more time focused on Language without other peers present.
12) ELL students are permitted to partcipate in all school programs. Students with LEP are partnered with bilingual students to assist in afterschool programs. Bilingual staff are present both before and afterschool to help students with any potential language barriers. ELL students are invited to participate in extracurricular activities during club fairs at their lunch, over public announcements, and by flyers throughout the school. ELL students are offered afterschool tutoring in all content area and english courses.
13) Bilingual dictionaries, Rosetta Stone Language Software, Alternative language textbooks
14) Native language support is provided by bilingual staff members and through partnering students with more proficient bilingual students.
15) Yes. Support servies and resources are provided at the high school level. Materials are designed for grades 9-12.
16) New students enroll in a one week bridge program with teachers and community partners.
17) Spanish, French, and American Sign Language

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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)?

At this time a dual language program is not in place at BLAII.

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) Outside Professional Development will be used to support our ELL staff. ELL staff then provide ongoing PD for content teachers of ELLs, assistant principals, paraprofessionals, psychologists, secretaries, and parent coordinators.
2) 9th grade staff meet twice per week to discuss student transitions from 8th to 9th grade
3) Our professional development plan for all new personnel working with ELLs includes a teacher orientation and training in August before the start of the academic year. The training takes place over 2 days for 4 hours each day. Attendance records are maintained by administration.

E. Parental Involvement

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

1) Parent association meetings take once per month and with spanish language translation provided. Half of front office staff is bilignual in English and Spanish to ensure parents can be greeted in their native language.
2) The school is partnered with two community support organizations, South Bronx Churchs and Woodycrest Center for Human Development.
3) Parent surveys and parent coordinator feedback
4) Parent coordinator works to provide workshops relevant to parent needs. Workshops include college readiness, FAFSA information, internship and job training, etc.

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)										8	3	0	0	11
Intermediate(I)										15	10	7	4	36
Advanced (A)										11	6	7	4	28
Total	0	0	0	0	0	0	0	0	0	34	19	14	8	75

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

NYSESLAT Modality Analysis														
Modality Aggregate	**Proficiency Level**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
	A										8	6	1	1
	P										18	13	6	4
READING/ WRITING	**B**										5	5	1	
	I										16	10	3	5
	A										13	4	4	1
	P										1			

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	22		11	
Integrated Algebra	40		10	
Geometry	6		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		1	
Living Environment	19	1	11	
Physics	2			
Global History and Geography	22		10	
US History and Government	8		4	
Foreign Language	7		6	
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1) Our school uses the Scantron performance series to assess literacy levels. We have found that a majority of our students struggle with vocabulary. It is lowest scoring section along with decoding non-ficiton texts. Students tend to fair the best in fiction reading. English curricula has been adjusted to put more emphasis on vocabulary and non-fiction reading.

2) Overall our students peform better on the speaking and listening sections of the NYSELAT but lag behind in the reading and writing sections. This performance can is mirrored in their native language as well.

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 Leadership Academy II			School DBN: 07X527
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katherine Callaghan	Principal		
Jeremy Rynders	Assistant Principal		
Betty Robinson	Parent Coordinator		
Jonelle Howell	ESL Teacher		
	Parent		
Elizabeth Raynolds	Teacher/Subject Area		
Andrea Dondero	Teacher/Subject Area		
	Coach		
	Coach		
Tyrone Jones	Guidance Counselor		
Derek Smith	Network Leader		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 07X527 **School Name:** Bronx Leadership Academy II

Cluster: 5 **Network:** 561

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.

RHLA report in ATS was used to identify 187 of our 506 total students home language was Spanish. Addtionally, it indicated that 80% of our limited English proficiency students' home language is Spanish. There are 7 students whose home language is not English, Spanish, or French.

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

All materials mailed home to parents should be available in Spanish and English. When parents come into the school we should be able to provide oral interpretation in Spanish, Sign Language, and French. Additionally, staff members calling homes will need in school contacts for interpretation in Spanish and French. There are 7 students whose home language is not spoken by a school staff member. Faculty and staff have been provided with instructions on how to use the DOE oral interpretation for communication with those families. Translation and interpretation methods were described to staff during professional development in the beginning of the school year.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All mailings and letters sent home to parents are sent in both English and Spanish as these are the languages of 94% of our student's homes. Spanish translations are completed in house by our bilingual family worker. Additionally, Spanish translations can be performed by the school secretary and our dean/community associate. Parents are surveyed in the beginning of the year about how they would liked to contacted by the school . Our parent coordinator has this survey translated by the DOE's translation unit so that it is available in all student languages. Further translations are then made by outside vendors as parent's request them.

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

Oral interpretation services will be available in the school in the following languages: French, Spanish, and Sign Language. Phone interpretation is also available in Spanish and French. These services will be provided by our school staff. Spanish interpretation is available from our secretary, communtiy associate, our two spanish teachers, and our family worker. French interpretation is available from our French teacher. Sign lanugage interpretation is available from our sign language instructor. Interpretation in other low incidence languages will be made available upon requent/need. This will require the use of an outside contractor.

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

Our parent coordinator provides each parent with a copy of the Bill of Parent Rights and Responsibilities in their native language. These are distributed when student register with the school and during open school nights. The parent coordinator posts a sign in the most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. This is principally accomplished by our bilingual office staff that can answer phones in the native language of 94% of our students.

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 Leadership Academy II	DBN: 07X527
Cluster Leader: Deboarh Maldonado	Network Leader: Derek Smith
This school is (check one): ❄conceptually consolidated (skip part E below) ⭘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): ⭘Before school ❄After school ⭘Saturday academy ⭘Other:
Total # of ELLs to be served: 44 Grades to be served by this program (check all that apply): ⭘K ⭘1 ⭘2 ⭘3 ⭘4 ⭘5 ⭘6 ⭘7 ⭘8 ❄9 ❄10 ❄11 ❄12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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: We will be running lunch time and after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will work at their own level with Rosetta Stone software. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-12. Allowing students to work at their own level and pace on computers while our ESL teacher and a content teacher conference, tutor, and help with content area work will be the best use of our limited ESL certified personnel. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes. The ESL teacher will work for 28 hours during lunch to provide additional support to approximately 20 Students 1 day/week: 28 hours. This is above and beyond the mandated minutes that the students are required under CR Part 154. After School: Tutoring 3 days/week 2 hours/day=6 hours/week for 32 weeks = 192 hours of after school tutoring with Rosetta stone and help with homework with a certified ESL teacher and content teacher, Team teaching approximately 20 students. A science, or history teacher will team teach with the ESL certified teacher, depending on the need the students.

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: We have a wide range of PD opportunities for teacher and staff working with our LEP students. All teachers are given weekly opportunities to participate in PD opportunities sponsored by the DOE and outside organizations. These opportunities include QTEL training, conferences, workshop and visits to schools to share and learn from best practices. All teachers are provided with training on ARIS to help identify LEP students and their specific needs. Teachers are also given diagnostic information about their LEP students in order to identify places for development and to assist in the creation of differentiated lessons. While we offer these opportunities to staff, the majority of our

Part C: Professional Development
ongoing professional development happens in Grade Level and Department Teams. These teams meet twice a week (Grade Level Teams) and once a week (department teams) to discuss specific needs and developments of students. In these meetings our teachers speak specifically about the needs of our ELL students. Title III funds will be used to gives teachers the opportunity to look more closely at strategies for ELL students and this will also help align strategies which will support our ELL students. Using these strategies will help our students in their content area classes as well as give specific strategies for after school help and tutoring. Teachers will read and discuss "Classroom instruction that works with English Language Learners". Supplemental materials will also be bought from Heinle and Heinle to provide high interest books for our after school and Saturday program.

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: We added an ESL teacher to work with our ESL students and parents. Parent activities BLA II parents - including parents of ELLs - have numerous opportunities to become involved in their child's education. Our Parents Association meets regularly. Parents Association meetings include translators for parents who do not speak English. Parents may elect to serve on the School Leadership Team. In addition, teacher teams frequently invite parents to meet with them both during and after school. BLA II partners with South Bronx Churches, a community-based organization (CBO) which provides a number of services for parents and students. In addition, we have a relationship with Woodycrest, another CBO. Woodycrest staff members provide services to students and parents during the school day and after school. Our Parent Association and Parent Coordinator survey parents annually to to evaluate their needs. Parent Association meetings, incentive programs, and other after-school activities are geared to meet the needs of parents as expressed to the Parents Association and the Parent Coordinator.

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		