



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX ACADEMY OF LETTERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X551

PRINCIPAL: ANNA HALL **EMAIL:** AHALL32@SCHOOLS.NYC.GOV

SUPERINTENDENT: G. 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
Anna Hall	*Principal or Designee	
Heather Lawrence	*UFT Chapter Leader or Designee	
Neyda Franco	*PA/PTA President or Designated Co-President	
Kieseane Riddick	DC 37 Representative, if applicable	
Armando Pascual	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jessica Sliwerski	CBO Representative, if applicable	
Jeffrey Garrett	Member/staff	
Matthew Pilarski	Member/staff	
Raquel Cheney	Member/staff	
Andrea Daniels	Member/parent	
Sarinah McLoghlin	Member/parent	
Judith Cruz	Member/parent	
Deborah Carr	Member/parent	

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

Annual Goal #1

We will focus on raising Regents results to meet the New York City college-bound threshold in both ELA and History.

- ⊙ ELA
 - ⊙ 70% of those taking the Regents will receive a 75 or above (up from 57.35%).
 - ⊙ Average overall score of those taking the ELA to 77% (from 74%).
- ⊙ History
 - ⊙ 80% of those sitting for the Global exam pass (up from 72%).
 - ⊙ 10% of those sitting for the Global receive between a 55-64 (down from 21%).
 - ⊙ 50% of those sitting for the US receive an 85% or above (up from 44%).

Comprehensive needs assessment

Every year, over 95% of our graduates apply and are accepted to colleges. But only 60 percent of them actually show up the following fall. And only about 30-40% persist through college and finish. Thus, after looking at our progress report we see that one of the goals of our school needs to be getting our students more college-ready as determined by the City of New York. This means raising ELA scores to a level deemed college-ready (75 on the ELA). After looking at the data provided from the progress report we then used the item analysis of the ELA Regents from last year along with score data from the last four administrations of the exam. What we discovered was that while 85% of those taking the ELA Regents passed it, the average score was below 75%.

The Global Regents is a difficult exam city-wide, and the exam that often keeps kids from graduating. While our scores have been historically good on the Global Regents exam (2 standard deviations above the mean for our peer group; 72% pass rate) the need to continue to focus on this exam is necessary. Thus, after looking at the data provided from the progress report and the item analysis of the Global Regents from last year, along with score data from the last four administrations of the exam, we determined that the best place to focus our efforts is on overall pass rate, and bringing down the percentage of students who almost pass. Finally, we also use the data to set a modest goal with regard to our US History Regents rate.

Instructional strategies/activities

Planning

- Department work will focus on looking at student work (LASW) using the ATLAS protocol focusing on writing arguments to support claims in an analysis and citing strong and thorough textual evidence to support analysis aligned with the Common Core Standards.
- Leadership team will create a weekly schedule that allows for dedicated time for classroom observations
- Leadership team will create a year-long schedule for goal-setting, observation cycles, evaluation conferences, and analysis of teacher progress metrics
- Leadership team will create a new rubric for teacher observations and feedback aligned with the Charlotte Danielson *Framework for Teaching*.

Roll-out

- Departments will meet weekly to analyze the student work produced in each teacher's classroom
- Individual teachers will have office hours twice weekly to support individual student efforts in reaching the goals
- Leadership team will conduct monthly formal/informal observations for every teacher
- Leadership team will meet weekly to analyze outcomes of observations (number & frequency of observations, trends in teacher practice, quality of

feedback)

→ Leadership team will share analysis of outcomes (both observations and student performance metrics) quarterly with teaching staff, departments, and grade teams

Strategies to increase parental involvement

As part of our formal and informal conferences with teachers around performance, we will regularly monitor parent contact logs and outcomes, to assess whether or not teachers are communicating student progress to students and their families consistently. We will also inform parents of our focus at parent/teacher conference night as well as motivating individual students who are in danger of falling below benchmarks to meet with the necessary teachers during scheduled office hours. Also, we will publish course plans with specific learning targets highlighted, so that parents can develop a better understanding of the goals their children are working toward. All teachers will track student performance by specific standard, and communicate progress toward those standards at interim points to both students and parents. We will reorganize grade and advisory teams to ensure more frequent contact with parents about student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

We will, as we always do, post our open positions early in the year in a variety of publications (craigslist.org, idealist.org, New Teacher Finder), spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team.

Service and program coordination

We are partnering with our network to train our assistant principals and coaches, and provide additional pd and support to our teachers when required.

Budget and resources alignment

We have used FSF and Title I funds to support two assistant principal lines, and have created several per session lines for additional staff development when necessary. We have also created a unified professional activities plan which incorporates grade and department common planning time for teachers.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- ⊙ Mathematics
 - ⊙ Average overall score of those taking the Algebra Regents to 70% (up from 66%).
 - ⊙ 30% of those sitting for the Algebra Regents receive a 75% or above (up from 26%).
 - ⊙ 15% of those sitting for the Algebra Regents receive a 85% or above (up from 0%).
 - ⊙ 50 students will sit for the Geometry Regents, with a 90% pass rate; 15% of those sitting will receive an 85% or higher.

⊙ Science

- ⊙ In classes that terminate in an exam, 100% of students who pass the class will take the exam
- ⊙ In Living Environment, 85% of students will pass the class with 90% then passing the Regents (up from 68%) with a mean score of 75% (up from 68%)
- ⊙ In Earth Science, 84% of students will pass the class with 84% then passing the Regents (up from 66%) with a mean score of 72% (up from 68%)
- ⊙ In Physics and Chemistry, 90% of students will pass the class

Comprehensive needs assessment

Every year, over 95% of our graduates apply and are accepted to colleges. But only 60 percent of them actually show up the following fall. And only about 30-40% persist through college and finish. Thus, after looking at our progress report we see that one of the goals of our school needs to be getting our students more college-ready as determined by the City of New York. This means raising Algebra scores to a level deemed college-ready (75 on the Algebra). After looking at the data provided from the progress report and the item analysis of the Algebra Regents from last year, along with score data from the last four administrations of the exam, we discovered that while 78% of those taking the ELA Regents passed it, the average score was below 68%. Also, anecdotally, our alums report math skill deficiencies being obstacles when we poll them with regard to how ready they were for college in their first semester.

Successful performance on science Regents exams have shown to be an indicator that students will be successful in college. Beyond this, last year we had a dip in the pass rate on LE (from above 93% in the Spring of '10 down to just above 68% in the Spring of '11). Given these two factors it was important for us to focus our efforts on Regents pass rate.

Instructional strategies/activities

Planning

- Department work will focus on looking at student work (LASW) using the ATLAS protocol focusing on writing arguments to support claims in an analysis and citing strong and thorough textual evidence to support analysis aligned with the Common Core Standards.
- Leadership team will create a weekly schedule that allows for dedicated time for classroom observations
- Leadership team will create a year-long schedule for goal-setting, observation cycles, evaluation conferences, and analysis of teacher progress metrics
- Leadership team will create a new rubric for teacher observations and feedback aligned with the Charlotte Danielson *Framework for Teaching*.

Roll-out

- Departments will meet weekly to analyze the student work produced in each teacher's classroom
- Individual teachers will have office hours twice weekly to support individual student efforts in reaching the goals
- Leadership team will conduct monthly formal/informal observations for every teacher
- Leadership team will meet weekly to analyze outcomes of observations (number & frequency of observations, trends in teacher practice, quality of feedback)
Leadership team will share analysis of outcomes (both observations and student performance metrics) quarterly with teaching staff, departments, and grade teams

Strategies to increase parental involvement

As part of our formal and informal conferences with teachers around performance, we will regularly monitor parent contact logs and outcomes, to assess whether or not teachers are communicating student progress to students and their families consistently. We will also inform parents of our focus at parent/teacher conference

night as well as motivating individual students who are in danger of falling below benchmarks to meet with the necessary teachers during scheduled office hours. Also, we will publish course plans with specific learning targets highlighted, so that parents can develop a better understanding of the goals their children are working toward. All teachers will track student performance by specific standard, and communicate progress toward those standards at interim points to both students and parents. We will reorganize grade and advisory teams to ensure more frequent contact with parents about student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

We will, as we always do, post our open positions early in the year, spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team.

Service and program coordination

We are partnering with our network to train our assistant principals and coaches, and provide additional pd and support to our teachers when required.

Budget and resources alignment

We have used FSF and Title I funds to support two instructional assistant principal lines, and have created several per session lines for additional staff development when necessary.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

We will increase the frequency of teacher observations and feedback, and align our feedback to a research-based rubric. This year, each teacher will meet with a coach or AP in the fall to set goals, receive monthly formal or informal observations throughout each semester, and participate in both mid-year and end-of-year evaluation conferences to receive feedback on his/her teaching practice.

Comprehensive needs assessment

Our students are falling behind in the development of literacy skills – particularly in middle school, as evidenced by our progress reports. We believe that consistent coaching aligned with a rigorous rubric which emphasizes the development of core literacy and college-readiness skills will dramatically impact student performance.

Last year, over half of our teachers felt that they did not receive regular and helpful feedback about their teaching, as reported in our Learning Environment Survey.

Instructional strategies/activities

Planning

- We will reorganize the leadership team so that both middle and high school have a dedicated assistant principal of instruction and assigned coaches
- Leadership team will create a weekly schedule that allows for dedicated time for classroom observations
- Leadership team will create a year-long schedule for goal-setting, observation cycles, evaluation conferences, and analysis of teacher progress metrics
- Leadership team will create a new rubric for teacher observations and feedback aligned with the Charlotte Danielson *Framework for Teaching*.
- Leadership team will introduce the new structures, rubric, and schedule to the staff at the beginning of the year

Roll-out

- Leadership team will conduct monthly formal/informal observations for every teacher
- Leadership team will meet weekly to analyze outcomes of observations (number & frequency of observations, trends in teacher practice, quality of feedback)
- Leadership team will share analysis of outcomes quarterly with teaching staff, departments, and grade teams

Strategies to increase parental involvement

As part of our formal and informal conferences with teachers around performance, we will regularly monitor parent contact logs and outcomes, to assess whether or not teachers are communicating student progress to students and their families consistently.

Strategies for attracting Highly Qualified Teachers (HQT)

We will, as we always do, post our open positions early in the year, spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team.

Service and program coordination

We are partnering with our network to train our assistant principals and coaches, and provide additional pd and support to our teachers when required.

Budget and resources alignment

We have used FSF and Title I funds to support two assistant principal lines, and have created several per session lines for additional staff development when necessary.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Based on our analysis of our middle school students' performance in English Language Arts over the past three years, we have identified improving core literacy skills as an urgent priority.

State ELA Exam

- Increase the percentage of students scoring levels 3 and 4 on the state ELA exam from 22.4% currently (as of 9/4/2011) to 35% on the April 2012 state ELA Exam.
- Decrease the percentage of students scoring level 1 on the state ELA exam from 19.3% currently to 10% on the April 2012 state Math exam

Comprehensive needs assessment

Currently, 76 percent of our middle school students have scored a 1 or a 2 on the NY State ELA exam. We are identified by the state as in need of improvement in middle school ELA. More concerning, as measured by the SRI and other assessments, the majority of our middle school students read and write far below grade level – which we know will be a barrier to their success in high school.

Instructional strategies/activities

This year, we will focus on moving our sixth and seventh grade students toward on-grade level reading and writing by utilizing a research-based format for literacy instruction (Learning Cultures – Genre Practice, Cynthia McCallister, <http://learningcultures.net/>) aligned with the New York State Common Core Standards. All sixth and seventh grade ELA and Humanities teachers will incorporate the Learning Cultures – Genre Practice (LCGP) formats for reading and writing instruction into their practice.

Research & Development:

- Convene network coaches, teacher-leaders, participating teachers for roll-out planning sessions
- Schedule a series of visits to LCGP classrooms with middle school teachers
- Coordinate individual planning sessions with participating teachers
- Secure supplemental materials & technology required by the formats
- Organize classroom spaces & furniture to support the formats
- Review course plans, supplemental materials to ensure adequate preparation for the formats
- Train leadership team in feedback and coaching around the LGCP formats to prepare for providing teacher support
- Conduct initial assessment of student reading levels

Roll-out

- Assign network LCGP coach to participating teachers for regular visits and feedback
- Schedule a series of evening coaching sessions with LGCP teacher-leaders
- Provide weekly feedback and coaching to LCGP participating teachers

- Conduct a series of interim assessments of student reading levels to measure progress
- Examine student reading and writing work products in department team meetings to assess student progress and instructional challenges
- Incorporate feedback and student outcomes into teacher evaluation and coaching conferences

Strategies to increase parental involvement

We will promote reading at home and outside of class through reading competitions and public success. We will also communicate student progress toward reading/writing goals at regular intervals to parents. We will spotlight our Learning Cultures classrooms during parent visits in Open School Week.

Strategies for attracting Highly Qualified Teachers (HQT)

We will, as we always do, post our open positions early in the year, spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team.

Service and program coordination

We are providing professional development, coaching, and consistent feedback to the teachers involved in the pilot, and are working in conjunction with several other schools to support their efforts.

Budget and resources alignment

We have used FSF and Title I funds to support to instructional assistant principal lines, and have created several per session lines for additional staff development when necessary. We are also paying coaches to run monthly professional development sessions to help prepare our teachers for this work. And finally, we have invested a significant portion of our operational funds into purchasing technology and supplies required by this program.

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

We will reorganize our Academic Intervention Services team to improve timely review and completion of our IEPs, improve student performance on KCS/CCLS standards, and increase capacity in our teaching staff to provide effective interventions for students with IEPs.

Comprehensive needs assessment

In the past three years, our special education population has doubled, we've experienced a significant turnover in our AIS team, and our school has joined (through our network) the Phase I program. Because of this programmatic turbulence, we have seen a drop in our IEP review deadline compliance, slowed student gains on state measures, and ineffective teacher interventions and support for students with special needs. In short, our students with IEPs are not making progress at the

rate they need to in order to be prepared for college and work upon graduation.

Instructional strategies/activities

Planning

- Hire a lead teacher to serve as AIS department chair
- Expand our special education team from four to eight
- Reorganize teaching assignments so that special education sections are taught or co-taught by special educators whenever possible
- Assign new special educators to a discipline-specific coach so that they can receive feedback both about their effectiveness within their discipline and their ability to successfully support students with IEPs
- Create a calendar for IEP reviews and completion that invests the whole staff in the IEP development process
- Organize grade teams to support the work of the AIS team in IEP review and student intervention
 - Assign 1 special educator to each team
 - Create a template for collecting substantive teacher reports about students with IEPs for IEP reviews and to inform interventions
- Analyze performance of students with IEPs to identify leverage points for intervention and support

Roll-out

- Conduct a baseline assessment to identify teachers' ability to identify the instructional needs of their students, specifically students with disabilities.
- AIS team will meet weekly to accomplish the following targets:
 - Align the development of IEPs to the Standards based grading practices implemented in school
 - Identify ways to use the All Kinds of Minds Web site and other resources to increase the number and utility of academic management strategies they recommend to general educators supporting IEP student
 - Plan for team discussions of IEPs to ensure effective facilitation
 - Select assessments that can be used to implement transition plans
 - Identify opportunities and formats for enlisting and investing parents and students in the development of transitional plan
- MS and HS grade teams meet weekly to discuss student interventions, IEP completion, and family outreach for students with IEPs, facilitated by team-assigned special educator
- Track calendar of IEP reviews and completion with designated network special education liaison
- Organize quarterly academic reports to show progress of students with IEPs by teacher, grade, and discipline
- AIS department chair will conduct interviews with teachers to identify how the knowledge of neurodevelopmental constructs has helped them support students with IEPs and changed their practice.

Strategies to increase parental involvement

Organize our student support services staff (parent coordinator, counselor, enrichment coordinator, speech therapist, AIS department chair, dean) into a team, with weekly meetings to coordinate parent outreach and conferencing.

Strategies for attracting Highly Qualified Teachers (HQT)

We will, as we always do, post our open positions early in the year, spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team.

Service and program coordination

We are partnering with our network to coordinate and evaluate our work toward this goal.

Budget and resources alignment

We have used FSF and Title I funds to support instructional assistant principal lines, have hired an experienced special educator to lead our AIS department, and have created several per session lines for additional staff development when necessary.

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

We will improve our attendance – in middle school we've set a target of 94%; in high school we've set a target of 92%.

Comprehensive needs assessment

Last year, we saw our middle school attendance drop to 91%, and our high school attendance drop to 89%.

Instructional strategies/activities

Planning

- Analyze the attendance patterns and trends for both middle and high school in 2010-2011 to identify leverage points for interventions
- Organize a Student Support & Intervention team to track student attendance, behavior, and academic performance AND strategize around interventions for specific kids at risk of dropping in any of those categories
- Organize grade teams to track late arrivals, attendance, and cutting, in conjunction with the SSI team
- Reorganize advisory assignments so that advisors work with student in their own grades
- Increase the number and frequency of parent contacts for students who are late or absent
- Create tools for tracking and reporting out attendance patterns weekly, monthly, quarterly
- Secure the services of a reliable attendance teacher who can organize and conduct home visits to student with chronic attendance issues
- Assign students who are chronically absent to a counselor for guidance

Roll-out

- Grade teams meet weekly to track attendance, behavior, and academic performance; report red-flag issues to SSI team for support
- SSI team meets weekly to discuss students in need of attendance, behavioral, or academic interventions and plan response
- Advisors/grade team leaders make daily calls to targeted students with attendance issues
- Attendance coordinator makes daily calls to targeted students with attendance issues
- Attendance teacher makes weekly/monthly visits to targeted students with attendance issues
- AP of Family Engagement monitors parent contacts of students with attendance issues to ensure consistency
- Leadership team reports progress out to staff weekly, monthly, and quarterly

Strategies to increase parental involvement

We have shifted the responsibilities of grade teams and advisors to emphasize regular parent contact, particularly for attendance-related issues. We have also secured the services of an experienced and effective attendance teacher who makes home visits and helps coordinate our outreach to families. We have organized our student support services team to emphasize attendance tracking and intervention, and made follow-up with families about attendance issues a chief priority of that team.

Strategies for attracting Highly Qualified Teachers (HQT)

We will, as we always do, post our open positions early in the year, spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team.

Service and program coordination

We are working with our DOE attendance teacher, our network liaison, and ACS to ensure that all of our kids come to school every day.

Budget and resources alignment

I have hired an assistant principal (using FSF and Title I funds) to coordinate family engagement and outreach; reorganized our student support services team to coordinate our outreach efforts; and assigned grade team leaders and advisors to specific outreach tasks to promote this work.

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	23	12	0	0	11	5	1	1
7	14	11	0	0	7	3	1	0
8	14	10	0	0	14	7	1	0
9	21	21	0	0	8	5	1	1
10	0	11	21	0	3	5	0	1
11	10	0	0	20	6	6	0	1
12	0	0	0	0	3	5	0	1

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	6-8 – reading intensive, small group, 2x a week 9-11 – Wilson reading, small-group, 5x a week 6-12 – “office hours,” one-on-one tutoring, 3x a week
Mathematics	6-8 – math intensive, small group, 2x a week 6-12 – “office hours,” one-on-one tutoring, 3x a week
Science	6-12 – “office hours,” one-on-one tutoring, 3x a week
Social Studies	6-12 – “office hours,” one-on-one tutoring, 3x a week
At-risk Services provided by the Guidance Counselor	6-12 - Behavior plans (individualized), small group counseling, individual counseling, transition counseling – all as needed
At-risk Services provided by the School Psychologist	6-12 – psychological testing as required by the SOPM
At-risk Services provided by the Social Worker	6-12 – social histories as required by the SOPM
At-risk Health-related Services	Occupational therapy and hearing services as required by IEPs

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07x551 **School Name:** Urban Assembly Bronx Academy of Letters

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

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

Category: Basic Focused Comprehensive

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

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

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

Based on our analysis of the last two years of ELA state performance, we have found that 76% of our middle school students (grades 6-8) score a level 1 or 2 on the ELA exam. We also have assessed reading levels consistently over the past two years, and have seen students in this group persistently reading two or three years below grade level. Additionally, our performance-based assessments have identified that our students struggle with problem-solving and reasoning skills, and have severely limited vocabularies. We believe that literacy deficiencies lie at the core of our students' struggles – they have difficulty extracting complex ideas from texts, then lack the breadth of vocabulary necessary to articulate or analyze them. The confluence of these academic challenges have caused our students to perform poorly on the state exams, which, in turn, caused our school to be identified as in need of improvement in middle school ELA.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We are currently implementing the following interventions to support improved achievement in middle school ELA.

1. **Learning Cultures/Genre Practice:** This year, we will focus on moving our sixth and seventh grade students toward on-grade level reading and writing by utilizing a research-based format for literacy instruction aligned with the New York State Common Core Standards. All sixth and seventh grade ELA and Humanities teachers will incorporate the Learning Cultures – Genre Practice (LCGP) formats for reading and writing instruction into their practice.

- a. What is it?

At the core of our efforts to improve our students' literacy skills, and in turn their performance on the NY State ELA Exam, we have undertaken a substantial shift in instructional practice around the teaching of reading and writing. We have adopted a model known as Genre Practice (an element of Learning Cultures www.learningcultures.net), which was first developed by professor Cynthia McCallister from NYU's Steinhardt School of Education, along with teachers and administrators from PS 126 in Manhattan. This instructional model has produced gains in reading and writing skill that far outpace national averages and have resulted in PS 126 becoming one of the highest performing schools in district 2. Seeking similar gains in our students' performance, we have allocated significant financial and human resources to implement this shift this fall.

Genre Practice is an instructional model that relies on several key elements for success. Teachers must use predictable, easily understood "formats" to drive instruction each day in Reading and Writing focused classes. These formats include:

- i. Grassroots mini lessons--short, carefully crafted, teacher-directed lessons (10 min or less) drawn from teacher observations about student strengths and needs relative to the standards
- ii. Independent work time--Student directed reading or writing time, taking up approximately 70% of an instructional period. This time is driven primarily by student interest and choice, with the explicit instruction that students must show mastery of the standards over time. Classrooms must be constructed so that students have access to all materials and resources they need to direct their own learning. In reading classrooms this includes classroom libraries with high interest texts across genres, dictionaries, computers, and appropriate reading logs. In writing classrooms this includes libraries of mentor texts across genres and styles, dictionaries and thesauruses, and appropriate support materials for the writing process.
- iii. Teacher-student conferences--predetermined protected times when the teacher meets with students to discuss "strengths, needs, and goals" stemming from their current work. Teachers will typically conference with 2 students per day in a reading class and 3-4 students per day in a writing class.
- iv. Unison Reading--This format exists on in the reading classes and is a highly structured small reading group of 4-5 students. Group leaders choose a high interest text to read and other students in the class sign up for groups they would like to join. Unison reading groups follow a simple set of rules--read out loud together, stop the group when you have something to say (question, confusion, discussion), and promote learning at all times. The teacher sits beside Unison Reading groups taking meticulous records of the students' experience, including the frequency, type, and quality of "breeches" to the reading process. These records are used to inform future lessons, conferences with students, and feedback on their performance.
- v. Group shares--At the end of each lesson, teachers invite 1-2 students to present the work they have in process and ask the class to give feedback on a particular question of interest regarding their work. Students practice giving and receiving feedback about the work of their peers, and the teacher helps give language to student ideas as it relates to the state standards.

Genre Practice is successful because it increases teachers' ability to target instruction to identified student needs, increases the amount of reading and writing students do, and establishes a culture of responsibility and accountability that holds kids responsible for continued engagement and persistence.

b. Research & Development:

- i. Convene network coaches, teacher-leaders, participating teachers for roll-out planning sessions
- ii. Schedule a series of visits to LCGP classrooms with middle school teachers
- iii. Coordinate individual planning sessions with participating teachers
- iv. Secure supplemental materials & technology required by the formats
- v. Organize classroom spaces & furniture to support the formats
- vi. Review course plans, supplemental materials to ensure adequate preparation for the formats
- vii. Train leadership team in feedback and coaching around the LGCP formats to prepare for providing teacher support
- viii. Conduct initial assessment of student reading levels

c. Roll-out

- i. Assign network LCGP coach to participating teachers for regular visits and feedback
 - ii. Schedule a series of evening coaching sessions with LGCP teacher-leaders
 - iii. Provide weekly feedback and coaching to LCGP participating teachers
 - iv. Conduct a series of interim assessments of student reading levels to measure progress
 - v. Examine student reading and writing work products in department team meetings to assess student progress and instructional challenges
 - vi. Incorporate feedback and student outcomes into teacher evaluation and coaching conferences
2. **Intensives** – We have scheduled all of our students into twice weekly “intensive” classes that will help them improve concrete literacy or math skills (depending on need). These are smaller classes that meet with subject-area teachers and are supplemental to the core curriculum courses.
 3. **Periodic Reading Assessments** – We will offer regular reading assessments using three separate forms – SRI, DRP, and unison reading logs. We will triangulate the data from these assessments, together with the data we collect in our simulations (see below), to identify students in need of further support and provide targeted interventions – both in class and individually.
 4. **Departmental Inquiry Teams** – In addition to the assessment data our teachers will collect through the reading assessments and simulations, we believe that student-generated work produces rich information about where students struggle and can improve. To facilitate the best possible understanding of where are kids are, we are instituting focused inquiry into student work at the departmental level.

- a. Planning
 - i. Department work will focus on looking at student work (LASW) using the ATLAS Learning From Student Work protocol focusing on writing arguments to support claims in an analysis and citing strong and thorough textual evidence to support analysis, aligned with the Common Core Standards.
 - ii. Leadership team will create a weekly schedule that allows for dedicated time for classroom observations
 - iii. Leadership team will create a year-long schedule for goal-setting, observation cycles, evaluation conferences, and analysis of teacher progress metrics
 - iv. Leadership team will create a new rubric for teacher observations and feedback aligned with the Charlotte Danielson Framework for Teaching.
 - b. Roll-out
 - i. Departments will meet weekly to analyze the student work produced in each teacher's classroom
 - ii. Individual teachers will have office hours three times weekly to support individual student efforts in reaching learning goals and mastery of state standards
 - iii. Leadership team will conduct monthly formal/informal observations for every teacher
 - iv. Leadership team will meet weekly to analyze outcomes of observations (number & frequency of observations, trends in teacher practice, quality of feedback)
 - v. Leadership team will share analysis of outcomes (both observations and student performance metrics) quarterly with teaching staff, departments, and grade teams
5. **Targeted Exam preparation:** In order to ensure that our students are properly and adequately prepared for the state exams in April, we will implement the following plan for targeted exam preparation:
- a. Two simulations (using Acuity or our own generated exams) in real testing conditions – 1 in January and 1 in March
 - b. Pre- and post- simulation PD to prepare teachers to properly proctor and collect data during the simulations; as well as to score, norm, and analyze the results of the simulations
 - c. Family outreach before each simulation to engage the community in the planning process
 - d. Weekly mini-assessments between simulations and the exam that allow us to track student growth and identify kids in need of additional support
 - e. Weekly tutoring with students identified as being in need of additional support
 - f. April ELA “Boot Camp” during the spring break for students identified as being in need of additional support
 - g. Celebratory events both before and after simulations to recognize student growth and achievement

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The bulk of our professional development funds so far this year (Title I or otherwise) have been invested in preparing our teachers to launch and run successful Learning Cultures Genre Practice curriculum. We have spent the funds in the following way:

- We paid two consultants to help us plan the fall launch of the program, and confer with targeted teachers (6th grade ELA) over the summer to prepare a “pilot classroom.”
- We took our entire ELA and humanities team on two full-day school visits to observe successful Learning Cultures GP classrooms and prepare for the launch of the program – we paid for substitute teachers and coverages in their absence.
- We paid two expert teachers to run three 3-hour after school professional development sessions for our ELA and humanities teachers; we also paid our teachers per session to ensure attendance.
- We provided per session funds to support after school and weekend preparation sessions for Learning Cultures GP (acquiring materials, organizing space, preparing student records, planning curriculum)
- We provided administrative coaching time in school to support the implementation of the program

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

Our teacher-mentoring program is folded in to our Learning Cultures work. All of our ELA and humanities teachers are paired with an expert coach, who visits their classrooms weekly to provide feedback and planning assistance. We have also connected each ELA and humanities teacher with a Learning Cultures teacher who can answer questions, provide planning assistance, and support them through the implementation of the program. A dedicated administrator supervises these interactions and ensures that teachers receive the support they need.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will send home the NYCDOE suggested template letter, together with a letter explaining the steps we have implemented to improve our student performance. We plan to issue these letters in early January, in conjunction with our outreach effort around the first ELA exam simulation.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X551 School Name: Bronx Academy of Letters

Cluster: 1 Network: 105

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.

Parents complete registration packets in either Spanish or English. On the registration packet parents indicate what the primary home language is. Once we have that information we make a note of it on the students profile that the parent is non-English speaking and therefore would need all phone and written communication in their home language.

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.

95% of our students are bilingual however many of their parents are monolingual in a language other than English. Teachers are informed of the translation needs of parents through our parent coordinator, social worker, dean and information also given by the students on their parents language needs.

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.

We offer most communication in Spanish or English. If it is not already in the family's home language we will have someone translate it to the home language. In addition, if it is a DOE document and the families home language is not Spanish we are able to provide the document in their home language. Written translation is provided by staff members and parent volunteers.

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 have a large number of bilingual staff members who provide oral interpretation services as needed. All oral interpretation services are provided by staff and parent volunteers. In the event that the parent speaks a language other than Spanish, we will call the DOE translation line and ask for assistance through them.

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>.

Parents are notified either via phone or letter of the requirements for translation services.

**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 Corrine Rello-Anselmi/Jon Gree	District 07	Borough Bronx	School Number 055
School Name Bronx Academy of Letters			

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

Principal Anna Hall	Assistant Principal Matthew Pilarski
Coach Jessica Sliwerski	Coach type here
ESL Teacher Elizabeth Sampson	Guidance Counselor Kate Irving
Teacher/Subject Area Rose Weixel/ELA	Parent Neyda Franco
Teacher/Subject Area type here	Parent Coordinator Lisa Monge
Related Service Provider Dan Jones	Other Heather Lawrence/AIS
Network Leader Jon Green	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	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	556	Total Number of ELLs	53	ELLs as share of total student population (%)	9.53%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

Students are placed in ESL based on their NYSESLAT state test scores. Parents are informed of their student's placement via communication with the parent coordinator either in person, phone or mail. All communication is in the parent's native language. We are a small school with a limited number of teachers and only ESL. When students enroll here, and require additional LAP services, we advise parents that we only offer ESL. If students require other options parents are advised and directed to the enrollment office to find schools that offer additional language programs

aste response to questions 1-6 here

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
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
(50%:50%)														
Freestanding ESL														
Self-Contained							0	1	1	1	1	1	1	6
Push-In							1	0	0	0	0	0	0	1
Total	0	0	0	0	0	0	1	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	15
SIFE	10	ELLs receiving service 4-6 years	23	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	0	19	0	7	28	0	7	53
Total	6	0	0	19	0	7	28	0	7	53

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	7	5	12	8	3	4	48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							6							6
Haitian														0

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
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	0	0	0	0	0	15	7	5	13	8	4	5	57

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?

Paste response to questions 11. Our school uses the self-contained and push-in model. The push-in model is used in the 6th grade writing class. All students are grouped heterogeneously.

2. We are a small school with a limited number of teachers. In addition to classroom time, instructional minutes are also provided during office hours for tutoring and push-in/co-teaching in the writing class.

3. ELL's are in regular classes in the content areas. All classes are taught in English. Teachers who work with them get support in the form of grade team, department and AIS meetings to discuss individual student progress. Additional support is offered in professional development sessions with the whole staff.

4. We do not have TBE, so we do not assess students in their native language. We do offer an AP Spanish class that is geared towards native speakers.

5. For our SIFE students we offer tutoring at lunch during office hours. Grade teams track student progress closely and interventions are planned accordingly. Students who are newcomers receive extra help in office hours and receive individualized assignments and assessments as needed. All ELL's have access to the full curriculum including lab sciences, the arts, AP courses and electives all geared

A. Programming and Scheduling Information

to help them transition out of ESL.

6. We utilize the following instructional strategies to assist in the acceleration of English language development: word walls, hands on activities, visuals/graphic communications, and instructions written and read, use of technology (film clips, websites, PowerPoint etc).

7. Due to our small size we have limited flexibility for scheduling but every attempt is made to keep our ELL's and SWD in the least restrictive environment.

-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

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?

Paste response t8. The small size of the school, department and grade team models mean that teachers are in constant communication about student progress. We offer tutoring during the school day three times a week in addition to differentiated ESL instruction in the classroom.

9. NYSESLAT practice is part of the ESL curriculum. Students use texts and materials that follow the mainstream curriculum so they do not miss out on of the content.
10. If budget allowed it would be ideal to hire another ESL teacher and possibly additional LAP services.
11. We are unable to discontinue any of the services we offer.
12. ELL's are fully integrated into all aspects of the school' advisory, enrichment, arts, electives, and AP courses.
13. ELL's use the same materials as mainstream students and are presented with scaffolds.
14. We have bilingual paras, dean, parent coordinator and enrichment coordinator who are all available to assist with native language support.
15. All support services and resources correspond with the ELL's age and grade.
16. Newly enrolled ELL's attend Summer Bridge with all students in the summer. Letters and registration packets are mailed home and our bilingual parent coordinator meets with new parents over the summer to assist with the registration packet completion and uniform purchasing.
17. We offer Spanish and several ELA electives which are open to our ELL's.o questions 8-17 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.

Paste response to questions1. Professional development is offered through the network.

2. Since we are a continuing school, many of our ELL's continue to our high school and receive the same supports they had in the middle school.

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.

Paste response to questions 1. Professional development is offered through the network.

2. Since we are a continuing school, many of our ELL's continue to our high school and receive the same supports they had in the middle school.
3. The ELL training is a professional development day agenda item as well as part of faculty conferences, Chancellors day and through outside opportunities through the network or the DOE. 1-3 here

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?

Paste response to question 1. Parents are invited to participate in the PTA, fundraisers and school-wide activities as they are able. We also invite parents to volunteer in the school in the main office or where needed.

2. We work with community agencies like CAB that often offer workshops on immigration, housing or Special Education issues. These are often offered in the parent's native language and are geared directly to the specific needs of this population.
3. Our PTA president in conjunction with the parent coordinator enlist parent feedback, suggestions and comments on areas in need of improvement or ways that we can create a parent inviting and friendly school environment.
4. Parent involvement activities are based on parent interest and the recurring issues that evolve with our parents. (I.e. housing, resume help, immigration support etc.). We also use the Quality Review survey, and advisory phone calls home to establish programs our parents may be interested in.
responses 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0	1	3	2	1	7
Intermediate(I)							4	1	2	6	0	1	1	15
Advanced (A)							7	6	3	4	4	1	2	27
Total	0	0	0	0	0	0	11	7	5	11	7	4	4	49

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
--------------------	-------------------	---	---	---	---	---	---	---	---	---	---	----	----	----

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	5	0	0	11
7	1	5	1	0	7
8	4	1	0	0	5
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	3		6		2		0		11
7	1		2		3		1		7
8	2		2		1		0		5
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		7		1		1		10
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	6		3	
Integrated Algebra	8		6	
Geometry	0		0	
Algebra 2/Trigonometry	2		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	4		1	
Physics	0		0	
Global History and Geography	6		4	
US History and Government	4		2	
Foreign Language	2		2	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Native Language Tests

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

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

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

Pa1. We don't use a formal assessment for early literacy because our students are high functioning in general. We do offer a basic phonics class (which uses the Wilson program) for students with emergent literacy. 2 of the 5 students in this class are ELLs who are in the Wilson

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 Academy of Letters		School DBN: 07X551	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Hall	Principal		12/6/11
Matthew Pilarski	Assistant Principal		12/6/11
Lisa Monge	Parent Coordinator		12/6/11
Elizabeth Sampson	ESL Teacher		12/6/11
Neyda Franco	Parent		12/6/11
Rose Weixel/ELA	Teacher/Subject Area		12/6/11
	Teacher/Subject Area		1/1/01
Jessica Sliwerski	Coach		12/6/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
Jon Green	Network Leader		12/6/11
Dan Jones	Other <u>Social Worker</u>		12/6/11
Jeffrey Garrett	Other <u>Assistant Principal</u>		12/6/11
Raquel Cheney	Other <u>Assistant Principal</u>		12/6/11
Heather Lawrence	Other <u>AIS Coordinator</u>		12/6/11

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 Academy of Letters	DBN: 07
Cluster Leader:	Network Leader: Jonathan Green
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 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 type="checkbox"/> 12
Total # of teachers in this program: 1 # 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 provide remedial reading skills in small group settings to struggling readers, academic support and individualized support, coaching and supervision to improve the academic performance. Wilson reading will be provided to 10-15 students in grades 6-9 for one hour a day for the semester. Subject specific study sessions will be provided to 10-15 students in grades 6-9 for once a week per subject for the year. Regents prep classes will be offered to 30 students on an ongoing basis each semester. 1 on 1 interventions will be provided to 15 students grades 6-12 3x per week per student for the year. All services will be provided by certified special education, ESL and Gen Ed teachers in English.

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: The ESL teacher attends external professional development such as ELA Regents workshops for ESL teachers and training in the Wilson reading program. Subject specific trainings are also offered to general education teachers such as Preparing ELL's for the Global Studies Regents. The ESL teacher meets weekly with general education teachers to discuss modifications needed in the general education courses to allow for ELL's to access content strategies such as the SIOP model. All teachers are provided with data 6x a year on pass rates of ELLs in their courses. Based on this data, specific partnerships between ESL and general education staff are made to help ensure that general education teachers are providing accessible content to their ELL's.

ESL department chair also meet with each general education grade team once a quarter to discuss individual ELL student issues and city and state mandates about the education of ELL's. The ESL department chair also meets monthly with the testing coordinator to ensure that ELL's receive necessary accommodations and translations of assessments such as the REGENTS and 8th grade exams.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parent coordinator will enlist outside programs that offer programs for parents of Sped and ELL's on "Understanding your child's IEP" and other relevant topics specific to this population. These programs occur a couple times a year for a two hour block in the evening. The programs are either off site or at the school. The program name is Wetco. Parents will be notified via email, face to face, phone messenger or letters sent home with the students.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$7000	Per session for before and after school Wilson and REgents-prep course, ESL teacher and dept. chair support for and professional development of general education teaching staff.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2200	Purchased Achieve 3000 software, curriculum and support materials. Leveled library resources for ESL for accessible texts.
Educational Software (Object Code 199)		
Travel		
Other	\$2000	Paraprofessionals and Translation Services

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	\$11,200	