



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX ACADEMY SENIOR HIGH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X560

PRINCIPAL: GARY EISINGER **EMAIL:** Geising@schools.nyc.gov.....

SUPERINTENDENT: MR. DONALD CONYERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gary Eisinger	*Principal or Designee	
Linda Butkowski	*UFT Chapter Leader or Designee	
Carmen Garcia	*PA/PTA President or Designated Co-President	
Joyce Fowler	DC 37 Representative, if applicable	
Ojomo Minott	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Increase the six year Graduation Rate from 41.1 percent (cohort K) to 43.6 percent (Cohort L) for an increase of 2.5 percent.

Comprehensive needs assessment

- A needs review of our school's 2011-12 Progress Report data yielded the goal to improve the metric value of graduation rate.

Instructional strategies/activities

- After school and Saturday Regents' Prep twice during the academic year (six weeks prior to the January and June 2012 Regents).
- Utilization of PLATO for distance/ blended learning credit recovery (throughout 2011-12 academic year)

Strategies to increase parental involvement

- Email parents who attended parent/teacher conference to become members of the School Leadership Team (SLT), Parent Association (or Parent-Teacher Association) and Title I Parent Committee; and to apprise them of Regents prep schedule for students.
- Outreach to parents via parent liaison with monthly parent/guardian newsletters that apprise parents of 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.
- Host the required Annual Title I Parent Meeting 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.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Distribute school newsletter in English/ Spanish and web site address, www.bronxbash.com (including online translation) designed to keep parents informed about school activities and student progress (www.skedula.com).

Strategies for attracting Highly Qualified Teachers (HQT)

- Our 2010-11 BEDS Survey shows that 100% of our teachers are HQT.

Service and program coordination

- Saturday and after school Regents prep classes. Snacks are provided for After School and Saturday Regents Prep.
- Advocacy system for teachers to meet weekly with small group of students to set, monitor and revise goals. Advocates will use Skedula to access student attendance, report cards Progress to Graduation and anecdotes.
- Good Shepherd (CBO) funds PLATO credit recovery teacher.

Budget and resources alignment

- PLATO credit recovery teacher funded in part with Title I.
- Saturday and after school Regents prep classes funded with Title I School Success funds and Title III LEP specifically for ELLs.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Principal and AP's will informally observe each teacher at least 6 times per year and will provide feedback using a template rooted in Danielson's Framework for Teaching.

Comprehensive needs assessment

- Critical teaching skills and behaviors are necessary to prepare students for the demands of the Common Core.
- A continuation of the DOE's focus on developing teacher practice through improving and refining the feedback process between teachers and administration.

Instructional strategies/activities

- Establish Common Planning time each day as circular 6 option in the master schedule to allow for daily professional development.
- AP of Supervision to provide daily professional development to staff.
- Heart of Change consultant to provide professional development to strengthen teacher performance in 6 targeted priority components of Danielson's FFT.
 - Effective classroom instructional techniques provided to staff in small groups by contracted coach discussed through the Framework for Teaching lens during professional development sessions.
- Principal and AP have meetings with teachers to discuss informal observations and teacher next steps along with supports to be provided by administration.
 - Give facts, low inference evidence; analysis and interpretation justified by evidence.
 - Prioritize 1-2 important practices to improve student learning; aligned to teaching framework.
 - Identify clear actions to be taken in the next two weeks to improve practice; next steps are developmental and specific.
 - Provide feedback within 48 hours of observation; follow-up in set timeframe.
 - Communicate degree of importance: communicates level of concern.
 - BASH Weekly posting of each week's professional development calendar and memorialization of all PD activities and materials.
- Classroom inter visitations on a monthly basis.
- Administration and teachers attend Network PD and turnkey to staff.

Strategies to increase parental involvement

- Distribute school newsletter in English/ Spanish and web site address, www.bronxbash.com (including online translation) to inform parents about ongoing work with teachers to help students master academic skills:

Strategies for attracting Highly Qualified Teachers (HQT)

- Our 2010-11 BEDS Survey shows that 100% of our teachers are HQT.

Service and program coordination

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

Budget and resources alignment

- Title I Professional Development set asides (5%) for Instructional AP to provide daily PD to staff.
- Title I Professional Development set asides (10%) for Heart of Change consultants with to provide Professional Development to strengthen teacher practice.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Every student will complete a common core performance task in Mathematics that models with mathematics, constructs viable arguments and critiques the reasoning of others during terms 2 and 3.

Comprehensive needs assessment

- The CCLS require students to deeply reason and engage in higher-order thinking necessary for college and careers. Mathematics applied in the workforce model, meaning they use mathematics to represent and solve problems in the real world. Integral to this kind of problem solving is the ability to construct and analyze mathematical arguments as well as judging validity and stating the mathematical reasoning employed.
- A continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.

Instructional strategies/activities

- Establish Common Planning time each day as circular 6 option in the master schedule to allow for daily professional development.
- Professional development for all teachers on the CCLS.
- Professional development for Math teachers on the targeted CCLS for Math.
- Teachers who attend network workshops will turnkey to rest of staff.
- Weekly Math department meetings to produce CCLS aligned tasks.
- Teachers will construct unit curriculum maps that incorporate targeted Math performance tasks.
- Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
- Weekly meeting of Instructional Expectations Inquiry Team.
 - Plan and lead grade-level and/or inter-departmental team meetings.
 - Strengthen student work by examining and refining curriculum, assessment, and classroom instruction.
 - Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
 - Design demanding mathematics tasks that require students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
 - Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.
- Administration and teachers attend Network PD and turnkey to staff.

Strategies to increase parental involvement

- Distribute school newsletter in English/ Spanish and web site address, www.bronxbash.com (including online translation) to inform parents about ongoing work with teachers to help students master academic skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our 2010-11 BEDS Survey shows that 100% of our teachers are HQT.

Service and program coordination

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

Budget and resources alignment

- ARRA RTTT funds to support Instructional Expectations Inquiry Team.

ANNUAL GOAL #4 AND ACTION PLAN**Annual Goal #4**

- Every student will complete a common core performance task in Literacy that is a written opinion or argument based on an analysis of informational text, during terms 2 and 3.

Comprehensive needs assessment

- The CCLS require students to deeply reason and engage in higher-order thinking necessary for college and careers. At the secondary level, thesis writing and five-paragraph essay writing do not usually incorporate the proper integration and referencing to informational texts. In the real world, students can expect to be able to write to inform and argue with evidence, support claims and debunk counterclaims through logical, detailed analytical writing.
- A continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.

Instructional strategies/activities

- Establish Common Planning time each day as circular 6 option in the master schedule to allow for daily professional development.
- Professional development for all teachers on the CCLS.
- Professional development for all teachers on the targeted CCLS for Literacy.
- Teachers who attend network workshops will turnkey to rest of staff.
- Weekly department meetings to produce CCLS aligned tasks.
- Teachers will construct unit curriculum maps that incorporate targeted Literacy performance tasks.
- Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
- Weekly meeting of Instructional Expectations Inquiry Team.
 - Plan and lead grade-level and/or inter-departmental team meetings.
 - Strengthen student work by examining and refining curriculum, assessment, and classroom instruction.
 - Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
 - Design demanding Literacy tasks that require students to construct a unit a written opinion or argument based on an analysis of informational texts.
 - Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.
- Administration and teachers attend Network PD and turnkey to staff.

Strategies to increase parental involvement

- Distribute school newsletter in English/ Spanish and web site address, www.bronxbash.com (including online translation) to inform parents about ongoing work with teachers to help students master academic skills.

Service and program coordination

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

Budget and resources alignment

- ARRA RTTT funds to support Instructional Expectations Inquiry Team.

ANNUAL GOAL #5 AND ACTION PLAN**Annual Goal #5**

- Each subject class will have clearly posted content/skill mastery charts derived from subject area curriculum maps to track student progress and inform instruction.

Comprehensive needs assessment

- Per our 2010-11 Quality Review, it was recommended we develop a system for teachers to set learning goals for students based on data and aligned to the curriculum in order to improve students' academic skills.

Instructional strategies/activities

- Teachers will create curriculum maps with content and skill sections for each unit of instruction for every marking period.
- Teachers will create content/skill mastery charts that display student content and skill mastery progress.
- Teachers will create middle and end of unit tests utilizing Apperson advantage scanning software to provide individual student and classroom content/skill mastery profiles.
- Students will use their content/ skill master progress profiles to devise individual action plans.
- Subject area teacher teams will meet weekly to discuss findings and instructional techniques to address areas of concern strategies/activities and timeline for implementation.
- DYO team members will create assessments comprised of a combination of multiple-choice questions and written response to reading for ELA, MATH, and other subject areas.
 - Use Apperson scanners and Datalink software for administration and staff to collaboratively and efficiently identify areas of academic strength and weakness on the classroom and individual student level.
 - Collaborate with administration to inform professional development decisions on a whole staff and individual teacher level.
 - Lead PD with teachers regarding
 - Using DYO assessments to drive class and individual instruction
 - Using Apperson scanners and Datalink software
 - Providing students with individual profiles that identify specific areas of strength and weakness for reflection and a list of "next learning" steps to achieve content/skill mastery that include targeted tutoring and test taking strategies.

Strategies to increase parental involvement

- Distribute school newsletter in English/ Spanish and web site address, www.bronxbash.com (including online translation) to inform parents about ongoing work with teachers to help students master academic skills.

Service and program coordination

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

Budget and resources alignment

- \$5,000.00 in TL DY0 assessment funds to support DY0 Team.

Budget and resources alignment

- Title I SWF Supplementary Instructional Supplies funds utilized to purchase Appersen hardware/software to scan and grade formative and summative assessments.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	51	65	58	69 G, 85 US	70	-	30	12
11	7	12	17	15 G, 23 US	15	-	50	2
12	8	10	18	37 G, 35 US	35	-	30	8

Name of Academic Intervention Services (AIS)	Description
ELA	English Regents Prep is conducted every Wednesday from 3:00 to 4:30 pm and Saturday from 9:00 am to noon. Students are also able to accumulate credit and make up credit. Advocacy teacher offices hours every Wednesday for ELA.
Mathematics	Math teachers provide Regents tutoring and/or make-up work every Wednesday from 3:00 to 4:30 pm. Students are able to accumulate credit and make up work. Advocacy teacher offices hours every Wednesday for Mathematics.
Science	Science teachers provide tutoring and/or make-up work every Wednesday from 3:00 to 4:30 pm and Saturday from 9:00 am to noon. Students are able to accumulate credit and make up work. Saturday School is also offered on a regular basis. Advocacy teacher offices hours every Wednesday for Science.
Social Studies	Global and American History teachers provide Regents tutoring and/or make-up work every Wednesday from 3:00 to 4:30 pm and Saturday from 9:00 am to noon. Students are able to accumulate credit and make up credit. Advocacy teacher offices hours every Wednesday for Social Studies.
At-risk Services provided by the Guidance Counselor	In addition to mandated counseling, students are scheduled for additional academic and other counseling. Good Shepherd Services.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Provides mandated counseling as per student IEP. Transitional services also provided. Good Shepherd Services.
At-risk Health-related Services	Nurse on staff to address student health conditions such as diabetes and asthma.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: **08X560** School Name: **BRONX ACADEMY HIGH SCHOOL**

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.
 - o **Secondary Level ELA**
Based on instructional performance issues and our low credit accumulation rates in 2009-2010, our 2010-11 JIT and Quality Review, recommended we develop a system for teachers to set learning goals for students based on data and aligned to the curriculum in order to improve students' academic skills. As well, we need a continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.
 - o **Secondary Level Mathematics**
Based on instructional performance issues and our low credit accumulation rates in 2009-2010, our 2010-11 JIT and Quality Review, recommended we develop a system for teachers to set learning goals for students based on data and aligned to the curriculum in order to improve students' academic skills. As well, we need a continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.
 - o **Graduation Rate**
A needs review of our school's 2011-12 Progress Report data yielded the goal to improve our graduation rate.
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.
 - o **Secondary Level ELA:**
Instructional strategies/activities
 - Establish Common Planning time each day as circular 6 option in the master schedule to allow for daily professional development.
 - Professional development for all teachers on the CCLS.
 - Professional development for all teachers on the targeted CCLS for Literacy.
 - Teachers who attend network workshops will turnkey to rest of staff.
 - Weekly department meetings to produce CCLS aligned tasks.
 - Teachers will construct unit curriculum maps that incorporate targeted Literacy performance tasks.
 - Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
 - Weekly meeting of Instructional Expectations Inquiry Team.
 - Assistant Principal, Instruction will plan and/or lead grade-level and/or inter-departmental team meetings.
 - Strengthen student work by examining and refining curriculum, assessment, and classroom instruction.

- Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
- Design demanding Literacy tasks that require students to construct a written opinion or argument based on an analysis of informational texts.
- Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.
- Administration and teachers attend Network PD and turnkey to staff.
- AP of Supervision to provide daily professional development to staff.
- Heart of Change consultant to provide professional development to strengthen teacher performance in 6 targeted priority components of Danielson's FFT.
- Effective classroom instructional techniques provided to staff in small groups by contracted coach discussed through the Framework for Teaching lens during professional development sessions.
- Principal and AP have meetings with teachers to discuss informal observations and teacher next steps along with supports to be provided by administration.
 - Give facts, low inference evidence; analysis and interpretation justified by evidence.
 - Prioritize 1-2 important practices to improve student learning; aligned to teaching framework.
 - Identify clear actions to be taken in the next two weeks to improve practice; next steps are developmental and specific.
 - Provide feedback within 48 hours of observation; follow-up in set timeframe.
 - Communicate degree of importance: communicates level of concern.
 - BASH Weekly (BronxBash.com) posting of each week's professional development calendar and memorialization of all PD activities and materials.
- Classroom inter-visitations on a monthly basis.
- Administration and teachers attend Network PD and turnkey to staff.

o **Secondary Level Math:**

Instructional strategies/activities

- Establish Common Planning time each day as circular 6 option in the master schedule to allow for daily professional development.
- Professional development for all teachers on the CCLS.
- Professional development for Math teachers on the targeted CCLS for Math.
- Teachers who attend network workshops will turnkey to rest of staff.
- Weekly Math department meetings to produce CCLS aligned tasks.
- Teachers will construct unit curriculum maps that incorporate targeted Math performance tasks.
- Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
- Weekly meeting of Instructional Expectations Inquiry Team.
- Plan and lead grade-level and/or inter-departmental team meetings.
- Strengthen student work by examining and refining curriculum, assessment, and classroom instruction.
- Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
- Design demanding mathematics tasks that require students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.
- Heart of Change consultant to provide professional development to strengthen teacher performance in 6 targeted priority components of Danielson's FFT.
- Effective classroom instructional techniques provided to staff in small groups by contracted coach discussed through the Framework for Teaching lens during professional development sessions.
- Principal and AP have meetings with teachers to discuss informal observations and teacher next steps along with supports to be provided by administration.
 - Give facts, low inference evidence; analysis and interpretation justified by evidence.
 - Prioritize 1-2 important practices to improve student learning; aligned to teaching framework.
 - Identify clear actions to be taken in the next two weeks to improve practice; next steps are developmental and specific.

- Provide feedback within 48 hours of observation; follow-up in set timeframe.
 - Communicate degree of importance: communicates level of concern.
 - BASH Weekly posting of each week's professional development calendar and memorialization of all PD activities and materials.
 - Administration and teachers attend Network PD and turnkey to staff.
- **Graduation Rate:**
- Instructional strategies/activities**
- Establish Common Planning time each day as circular 6 option in the master schedule to allow for daily professional development.
 - AP of Supervision to provide daily professional development to staff.
 - Heart of Change consultant to provide professional development to strengthen teacher performance in 6 targeted priority components of Danielson's FFT.
 - Effective classroom instructional techniques provided to staff in small groups by contracted coach discussed through the Framework for Teaching lens during professional development sessions.
 - Principal and AP have meetings with teachers to discuss informal observations and teacher next steps along with supports to be provided by administration.
 - Give facts, low inference evidence; analysis and interpretation justified by evidence.
 - Prioritize 1-2 important practices to improve student learning; aligned to teaching framework.
 - Identify clear actions to be taken in the next two weeks to improve practice; next steps are developmental and specific.
 - Provide feedback within 48 hours of observation; follow-up in set timeframe.
 - Communicate degree of importance: communicates level of concern.
 - BASH Weekly posting of each week's professional development calendar and memorialization of all PD activities and materials.
 - Classroom inter visitations on a monthly basis.
 - Administration and teachers attend Network PD and turnkey to staff.
 - After school and Saturday Regents' Prep twice during the academic year (six weeks prior to the January and June 2012 Regents).
 - Utilization of PLATO for distance/ blended learning credit recovery (throughout 2011-12 academic year)

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.
 - Our 10 percent Title I fund set aside will be used to: Fund Heart of Change, an educational consultant hired to provide professional development to strengthen teacher performance in 6 targeted priority components of Danielson's FFT. To support effective classroom instructional techniques by working with staff individually and in small groups utilizing the Framework for Teaching lens.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - A retired High School Humanities teacher will be providing one on one mentoring utilizing a coaching model for teacher development. The model will employ classroom visitations, co-teaching, demonstration lessons, a sharing of instructional strategies, classroom management techniques and feedback on teacher progress and areas for improvement. Our model will substantially exceed the required hours for mentoring and will be incorporated into the larger professional development strategies outlined in Part A-2.

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.
 - A Parent Notification Letter, following the city's draft template, will be sent home to parents prior to January 31, 2012. The letter will clearly state our status as a SINI school and will address concerns in the community surrounding the quality of their child's education. We will clearly state the steps our school is taking to improve their children's college and career readiness skills – See Part A-2. Additionally, a second parent association meeting to address these issues will be held after the mailing of the Parent Notification Letter.

**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 CFN-610	District 08	Borough Bronx	School Number 560
School Name Bronx Academy HS			

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

Principal Mr. Gary Eisinger	Assistant Principal Mr. Ronald Link
Coach N/A	Coach N/A
ESL Teacher Mr. Jose Soto, ESL	Guidance Counselor Ms. Linda Vinecour
Teacher/Subject Area Linda Butkowski	Parent Carmen Garcia
Teacher/Subject Area Rafael Borges, Bilingual Math	Parent Coordinator Marileysi Garcia
Related Service Provider N/A	Other type here
Network Leader Steven Chernigoff	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	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	202	Total Number of ELLs	22	ELLs as share of total student population (%)	10.89%
------------------------------------	------------	----------------------	-----------	---	---------------

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. 

Bronx Academy Senior High is a transfer school that accepts ESL students from other high schools in New York City. Our student population is generally over-aged and undercredited. Students are initially identified as ELLs based on the records submitted when they apply to our school. Students new to the NYCDOE are provided the Home Language Survey, administered by our licensed ESL teacher, in any language that parents speak. If a student is identified as a possible ELL, the LAB-R is administered. Parents are informed when come to orientation for our school about the three programs offered in NYC and, if enough parents desire a TBE or DL program, we take steps to provide it. Parents are informed that we provide a Freestanding English as a Second Language program. Students who do enroll in our school are administered the NYSESLAT test by our licensed ESL teacher. Our ESL teacher makes instructional recommendations to teachers based on individual student performance on the NYSESLAT test. Entitlement letters are given to parents and explained in Spanish if required. The entire process is completed within 10 days of a student's enrollment at our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		0	2		0	18		3	22
Total	2	0	0	2	0	0	18	0	3	22

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

C. Home Language Breakdown and ELL Programs

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

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
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																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											10	2	10	22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	10	2	10	22									

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?

At Bronx Academy Senior High instruction is delivered through a self-contained ESL model in both heterogeneous and homogeneous classrooms. Students are programmed for ESL instruction based on their NYSESLAT results administered by our ESL teacher. We have the proper teacher to student ratio to ensure the mandated number of instructional minutes are delivered. Beginning and intermediate students receive 540 minutes of instruction while advanced students receive 270 minutes per week. Content areas are taught by an ESL teacher (Spanish) employing instructional strategies such as scaffolding, background, prior knowledge, vocabulary instruction, group and individual practice of all skills, and phonic awareness. Differentiated instruction in ELL subgroups is conducted through identification of SIFE students whose NYSESLAT results determine readiness and instruction is tailored accordingly through targeted content, process, and

A. Programming and Scheduling Information

product. Our ESL and NLA (Spanish) teachers meet with other subject area teachers to discuss instructional strategies and supports for ELL students in their classes including the SIOP method. Curriculum is adjusted accordingly to reflect this consideration. Given that we are a transfer school, many of our students are in the 4 to 6 year service category. All of our ESL students receive ELA instruction for credit accumulation. They are provided at least their mandated minutes of ESL instruction, a Native Language class (Spanish) and whatever courses are required for credit accumulation. Classes are taught by fully certified teachers, who have a bilingual extension whenever possible. ELLs receiving service for 4 to 6 years and Long-term ELLs are offered additional academic intervention services including counseling, tutoring, and regents prep classes. Special Needs ELLs who are in our school typically have taken RCT exams. Our ESL teacher provides them targeted instruction based on their performance on these exams. We have a para assigned to one of our SPED ELL students. After students have tested out of ESL by way of the NYSESLAT, they receive the required 2 year testing accommodations.

Courses Taught in Languages Other than English ⓘ

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

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

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

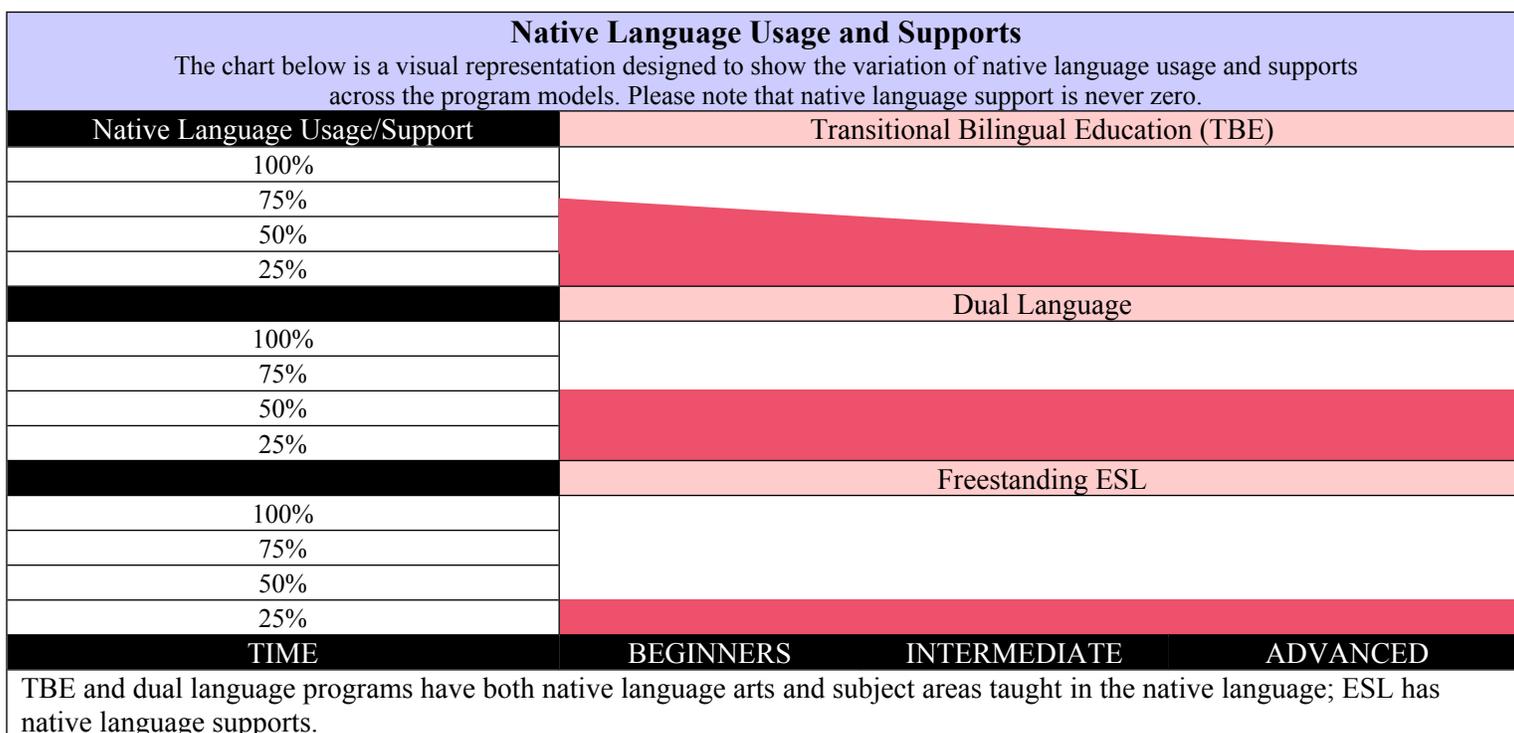
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
--	--------------------	--------------------	--------------------



B. Programming and Scheduling Information--Continued

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

As part of our data analysis related to instructional best practices, we have concluded that our ESL population needs additional assistance in the ELA and Social Studies Regents. We will be providing them with additional tutoring services for five Saturdays, five hours each for a total of 25 hours. Also, scaffolding, background, prior knowledge, vocabulary instruction, practice of all the skills, and phonic awareness are teaching strategies employed by all of our teachers who have ESL students in their classes. In terms of technology, students are allowed access to the same computer labs and media programs as any other student in our school. Our AP in charge of ELLs and our ESL teacher have both received SIOP training. Professional development is administered to staff about the SIOP method by the ESL teacher and the AP of ELLs. The ESL teachers consults with subject area teachers about SIOP strategies. ELL reaching proficiency on the NYSESLAT are monitored for consistent academic performance and provided testing accommodations for Regents. No ELL programs will be discontinued for this coming school year. Beginning students are also given a period of Spanish as a Native Language a day to compliment the ESL program. In addition, they are provided with counseling services to facilitate the transition into our academic program. We provide services and support based on credit accumulation given that we are a transfer school. For Parents and newly enrolled students, we offer an orientation session the week prior to the beginning of the semester. During this orientation students are acquainted with our school system, advocate program, credit accumulation, state examinations, etc.

B. Programming and Scheduling Information--Continued

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

As part of our data analysis related to instructional best practices, we have concluded that our ESL population needs additional assistance in the ELA and Social Studies Regents. We will be providing them with additional tutoring services for five Saturdays, five hours each for a total of 25 hours. Also, scaffolding, background, prior knowledge, vocabulary instruction, practice of all the skills, and phonic awareness are teaching strategies employed by all of our teachers who have ESL students in their classes. In terms of technology, students are allowed access to the same computer labs and media programs as any other student in our school. Our AP in charge of ELLs and our ESL teacher have both received SIOP training. Professional development is administered to staff about the SIOP method by the ESL teacher and the AP of ELLs. The ESL teachers consults with subject area teachers about SIOP strategies. ELL reaching proficiency on the NYSESLAT are monitored for consistent academic performance and provided testing accommodations for Regents. No ELL programs will be discontinued for this coming school year. Beginning students are also given a period of Spanish as a Native Language a day to compliment the ESL program. In addition, they are provided with counseling services to facilitate the transition into our academic program. We provide services and support based on credit accumulation given that we are a transfer school. For Parents and newly enrolled students, we offer an orientation session the week prior to the beginning of the semester. During this orientation students are acquainted with our school system, advocate program, credit accumulation, state examinations, etc.

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)?

N/A

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.

For all teachers, we provide a common period of professional development/planning daily. Teachers meet in smaller groups based on subject area/ grade/ or particular student. In addition, teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, including ELLs. We do not have students transitioning from middle to high school. This year, our ELL teachers initially received training such as the LAP workshop (8 hours) and the SIOP method (8 hours). SIOP training has continued throughout the year through the Fordham PSO for our ESL teacher and AP of Instruction. Professional development is conducted for all staff in the SIOP method by our ESL teacher and AP of Instruction. Teachers regularly meet with our ELL team (ESL and Spanish teacher) to analyze ELL data and collaborate on instructional strategies to meet ELL student needs.

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.

For all teachers, we provide a common period of professional development/planning daily. Teachers meet in smaller groups based on subject area/ grade/ or particular student. In addition, teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, including ELLs. We do not have students transitioning from middle to high school. This year, our ELL teachers initially received training such as the LAP workshop (8 hours) and the SIOP method (8 hours). SIOP training has continued throughout the year through the Fordham PSO for our ESL teacher and AP of Instruction. Professional development is conducted for all staff in the SIOP method by our ESL teacher and AP of Instruction. Teachers regularly meet with our ELL team (ESL and Spanish teacher) to analyze ELL data and collaborate on instructional strategies to meet ELL student needs.

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?

We have a new website that can be read and viewed in any language. We recently had over 79 parents come to a school meeting. Our parent coordinator mails home all school documents and information translated into Spanish. Good Shepherd, our CBO, has bi-lingual staff who reach out to all ELL parents/guardians in our school community. Parents' needs are evaluated by surveys and phone calls are also conducted by our parent coordinator who conducts workshops in ARIS parent link, fire safety, gang awareness, Respect for All, homelessness and runaway awareness, and student performance access through online pupil path. The parent newsletter is published in English and Spanish and mailed out once a month. Parents also chaperone students on trips to Broadway and other artistic venues that feature work thematically related to cultural experience.

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)											1			1
Intermediate(I)											4		7	11
Advanced (A)											5	1	3	9
Total	0	0	0	0	0	0	0	0	0	0	10	1	10	21

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	17		7	
Integrated Algebra	10		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	7		2	
Physics				
Global History and Geography	13		5	
US History and Government	11		1	
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

We work with student originating schools to provide us with any ECLAS-2, EL, SOL, Fountas and Pinnell, DRA and TCRWP results that they may have. These are shared with our ESL and other subject area pedagogues who teach our ELLs.

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.

Part VI: LAP Assurances

School Name: <u>Bronx Academy High School</u>		School DBN: <u>560</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Gary Eisinger	Principal		11/22/11
Mr. Ronald Link	Assistant Principal		11/22/11
	Parent Coordinator		1/1/01
Mr. Jose Soto	ESL Teacher		11/22/11
Carmen Garcia	Parent		1/1/01
Raphael Borges	Teacher/Subject Area		1/1/01
Linda Butkowski	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Linda Vinecour	Guidance Counselor		11/22/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X560 **School Name:** Bronx Academy High School

Cluster: 6 **Network:** CFN- 610

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.

Home language survey results are used to assess the language spoken at the student's home. This data is used to determine the number of language documents for translation. Parents received translated literature in their home language. Oral interpretation availability is reviewed and provided in a similar manner using staff or oral interpretation services.

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.

The major findings for our school's written translation and oral needs are that a large number of students' parents speak Spanish at home. We have no homes this year that speak other languages. The staff is informed of the language needs of students through the use of the ARIS. The translation interpretation process is distributed to staff.

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.

Bilingual staff members provide interpretation/translation services for parents who speak Spanish. For students' parents who speak other languages, currently we have none, translation services will be provided by LIS (Legal Interpreting Service) at 718-237-8919.

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

The school uses staff members who speak Spanish to translate for Spanish speaking families. Oral interpretation for other languages, should it be necessary will be provided by an outside contractor.

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

Information will be posted regarding services available. Information about the services will also be mailed to the homes of students.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Academy High School	DBN: 08X560
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 22 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ●9 ✱10 ✱11 ✱12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As part of our data analysis related to instructional best practices, we have concluded that our ESL population needs additional assistance in the ELA and Social Studies Regents. We have a certified ESL teacher on staff as well as other bilingual speaking content area teachers to further their native language development. In line with the needs of our students we have an after school program that meets Wednesdays and Saturdays that provides our ELL's with direct instruction for five Wednesday's and five Saturdays, five hours each for a total of 50 hours. Strategies used in these sessions are scaffolding, background, prior knowledge, vocabulary instruction, practice of all the skills, and phonic awareness. Our population of ELLs are all of Hispanic origin and we cater to their language needs. Our ESL teacher instructs in English, but with Spanish support for those students that need it. Students are scheduled as per CR Part 154 mandated number of units. Supplementary materials used are glossaries and higher and lower level texts. ELLs reaching proficiency on the NYSESLAT are monitored for consistent academic performance and provided testing accommodations for Regents. These students are also given one period of Spanish per day as a Native Language class to compliment the ESL program. In addition, they are provided with counseling services to facilitate the transition into our academic program. We provide services and support based on credit accumulation given that we are a transfer school. During this orientation students are acquainted with our school system, advocate program, credit accumulation, state examinations, etc.

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:

Rationale - To serve ELL students with varied instructional approaches and socio-emotional supports so they can successfully develop their college and career readiness skills.

Teachers to Receive training - All teachers of core subjects and electives.

Schedule and Duration - All teachers meet each day for Professional Development as the school's sole circular 6 option. Approximately one day per month is exclusively devoted to assisting our ELL students through advocacy conversations between our ELL teacher and ELL students' subject area teachers. On a regular basis, curriculum mapping PD includes a focus on ensuring the needs of ELLs are addressed in unit and lesson plan development.

Topics to be Covered - SIOP Method, ELL Data Analysis, Curriculum Mapping with differentiated instructional strategies that address the needs of our ELLs.

Name of Provider - Ron Link, Assistant Principal of Instruction and Jose Soto, Licensed ESL Teacher who have both received SIOP and LAP Workshop training. Professional development is administered to

Part C: Professional Development

staff about the SIOP method by the ESL teacher and the AP of Instruction. The ESL teachers consults with subject area teachers about SIOP strategies. Professional Development is funded by Tax Levy and Title I and is at no cost to Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: To better engage parents in their children's academic experience at BASH and improve that experience, we have numerous parent involvement projects geared to ELL parents including: A new website www.BronxBash.com that can be read and viewed in any language. Our parent coordinator/Liasion mails home all school documents and information translated into Spanish. Good Shepherd, our CBO, has bi-lingual staff who reach out to all ELL parents/guardians in our school community. Parents' needs are evaluated by surveys and phone calls are also conducted by our parent coordinator who conducts workshops in ARIS parent link, fire safety, gang awareness, Respect for All, homelessness and runaway awareness, and student performance access through online pupil path. The parent newsletter is published in English and Spanish and mailed out once a month. Parents also chaperone students on trips to Broadway and other artistic venues that feature work thematically related to cultural experience. The rationale for all these activities is to better engage parents in their childrens academic experience at BASH.

Parent Involvement activities are being funded by other sources and are no cost to Title III.

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

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.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		