



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: DARRYL WHITE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09 x 227

PRINCIPAL: DARRYL WHITE

EMAIL: DWHITE17@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Darryl White	*Principal or Designee	
Pat Sprinkle	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Maddie Aquino Shadae Camacho	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sousanna Vartanova	Member/Guidance Counselor	

Rafael Maysonet	Member/teacher	
Ramona Ferandanez	Member/Parent	
Ana Bernandez	Member/Parent	
Kim Gettys	Member/Parent	
Pamela Huff	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 - 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 - 2. School Leader Practices and Decisions
 - 3. Curriculum Development and Support
 - 4. Teacher Practices and Decision
 - 5. Student Social and Emotional Developmental Health
 - 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
 - Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
 - Goal development should be based on an assessment of your school’s needs.
 - The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must

also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.

- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 3 ESCA Final Report Critical Finding #2

Teacher surveys indicate that both special education and ELL teachers are collaborating with content-area teachers during scheduled and informal times. However, all teachers are unsure where to seek instructional support regarding modifications and special populations.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development management effectiveness

X

2.5 Use of data and teacher mid-

Annual Goal #1

Principal, AP and instructional coaches will visit each teacher's classroom at least 6 times over the course of the year, and provide teachers with formative (not necessarily for file) written or verbal feedback aligned to 3 school-selected competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) in order to ensure more staff are clear about where to seek instructional support regarding modifications and special populations.

Strategies/Activities:

Administrators will conduct an individual meeting with each of the teachers on a bi-weekly basis to discuss the teacher’s practice, including ideas and supports around how they are planning lessons to meet the needs of all learners. The meeting will focus on observation data incurred during classroom visits. The conversation will focus on the 3 components of the Danielson framework listed above. Student work artifacts and unit plan alignment will be incorporated in every conversation. Our AP, has a background in special education and will be a resource for teachers as they think particularly about the needs of SWD in their classrooms.

Feedback will focus on PURPOSE of lesson structure, activities and assessment tools.

Teachers conduct focused peer observations centered on the implementation of our five professional development categories: Questioning, Checking for understanding, Engagement, Assessment and Culture for Learning.

Key Personnel:

Principal, AP, Team Leaders, Danielson Framework, Network SpEd and ELL Liaisons,

Targets:

By October 2012 all teachers will have completed goals and a self-assessment using key components of the Danielson Framework.

By November administrators/coaches will have completed at least 1 cycle of observation for each teacher, providing oral or written feedback aligned to the teachers goals and with special attention to ensuring that teachers feel comfortable coming to them for instructional support regarding modifications and special populations.

By March all teachers will have received at least 4 classroom visits with feedback and have been provided an opportunity for peer visitations.

Timeline:

Summer /Fall 2012- Teachers will attend PD to better understand Danielson Framework

Fall 2012- Teachers set professional goals aligned to Danielson

Fall 2012- School points attend Network PD and work with Network staff to understand resources available to support SWD and ELLs.

November-March –Teachers are given the opportunity to visit colleagues classrooms and identify places in their own practice for growth

February 2013- Teachers have a mid-year review with administration to reflect on progress in Danielson components as well as progress in meeting the needs of all students.

June 2013- Teachers have an end of year review with administration to reflect on progress in Danielson components as well as progress in meeting the needs of all students.

Budget and resource alignment

Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
Grants

Title IA
Other-describe here:

Title IIA

Title III

Set Aside

Service and program coordination

Job ID: GLE1S These funds were used to support the PD around Danielson as well as PD on instructional strategies and resources to aid in meeting the needs of all learners. 28 teachers attended PD after school for a total of 4 hours each.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Page 5 ESCA Final Report Critical Finding #1

According to observations and survey data, teachers encourage procedural practice more often than they promote deep understanding and critical thinking.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum 3.4 Teacher collaboration

3.3 Units and lesson plans 3.5 Use of data and action planning

Annual Goal #2

100% of teachers will design units of study that require students to demonstrate their ability to use clear and relevant evidence to support their ideas in written and oral arguments, aligned to the expectations of the Common Core Learning Standards (CCLS).

Strategies/Activities:

The school will focus in on Writing Standard #1, as a result of the research that proves that evidence based arguments require deep levels of thinking and lead to college readiness. Staff will attend Network and school based PD on the CCLS, specifically WS#1. Team Leaders share PD information with the entire faculty at Monthly meetings and follow up at departmental meetings. Department teams provide feedback to one another and spend time looking at both teacher and student work in order to revise tasks.

We will provide comprehensive curriculum development across all content and grade levels in order to infuse evidence based reading and writing strategies in multiple academic tasks throughout the year.

Key Personnel/Resources:

Principal, AP, Team Leaders, CCLS, DOE Common Core Library, Network Instructional Coaches, Depth of Knowledge tools (DOK)

Targets:

By December 2012 all teachers will have completed at least 1 task with students that was reviewed and revised by Department teams.

By April 2013 all teachers will have completed at least 2 tasks with students that were reviewed and revised by Department teams.

Timeline:

Summer /Fall- Extensive PD for team leaders on the CCLS and DOK

Fall- Whole school PD provided by Network staff and Teacher team leaders

Weekly department PD supports the whole school PD

February- Teachers share tasks with school leaders at mid-year review

June- Teachers share tasks with school leaders at end of year review

October 2012 – June 2013. Department leaders will meet once/week afterschool to review teacher unit plans. Will archive all unit/lesson plans in preparation for the 2013-2014 academic year.

Budget and resource alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
Grants

Title IA
Other-describe here:

Title IIA

Title III

Set Aside

Service and program coordination

Job ID: GL4JF Curriculum Development for department leaders. Six department leaders will meet once a week for three hours to review and revise weekly unit plans from teachers in their respective department.

Job ID: GL4JI Tutoring 11 This program further supports students in completing assigned tasks, particularly tasks that now push for higher levels of thinking. It offers further scaffolds (if necessary) as well as more individualized support. A rotating team of 3 11th grade teachers work with students an hour a day 3 days a week from October through June.

Job ID: GL4JH Tutoring 10 This program further supports students in completing assigned tasks, particularly tasks that now push for higher levels of thinking. It offers further scaffolds (if necessary) as well as more individualized support. The ELA and history 10th grade teachers (2 teachers) each work with students an hour a day once a week from October through June.

Job ID: GL4JG Tutoring 9 This program further supports students in completing assigned tasks, particularly tasks that now push for higher levels of thinking. It offers further scaffolds (if necessary) as well as more individualized support. The ELA 9th grade teacher works with students 2 hours a week from October through June.

Job ID: GL4JD Supervisor Per Session- Supervisor needed to oversee tutoring activities up to 3 days a week for an hour each session.

Service and program coordination

Job ID: GL4JC Guidance Counselor Per Session- to aide with assessing student interests, exploring course offering options and support programming of students in new electives. Funds cover the cost of meeting with groups of students to discuss new course options as well as time to program students into new course offerings. Per session for 1 day a week after school to meet with students and explore ideas and develop new courses from November – December. Per session 2 days a week for 2 hours from January 3-20th to complete programming and meet with students about new schedules.

Job ID: UKBB Educational Consultants- Funds supported the development of teachers to teach new arts elective courses.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The majority of observed classrooms (64.3 percent) were assigned ratings in the mid-range indicating that uneven student engagement was noted with some students actively participating and others engaging in disruptive or off-task behavior. (ESCA 2009 section 4)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships X 5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

To decrease the number of level four and level five incidents reported in OORS by 10% by supporting, sustaining and promoting social and emotional development.

Instructional strategies/activities

Strategies/Activities:

Advisory continues to be a key component in our school structure, providing a safe space for students to connect to an adult and talk about issues that may be interfering with their academic success. Teachers meet regularly to plan advisory lessons and receive support from the Dean and guidance counselor regarding meeting the social and emotional needs of the students.

The school uses the Respect for All Curriculum which is build into the advisory program and is the focus of monthly meetings in the auditorium.

The Deans office is the central spot where infractions are recorded and students are taken to mediate issues.

Good Sheppard provides additional support through social workers that are available to meet with at risk students.

The Crisis Intervention team meets weekly with one student per grade to develop a behavioral plan to better serve the student's needs.

Monthly Safety meetings ensure that the entire campus in on the same page in regards to safety and discipline.

Incentive Programs- Students that demonstrate positive school behaviors will be able to attend reward trips and events

Key Personnel/Resources:

Principal, AP, Deans, Guidance Counselor, Social Workers, Advisors, Good Sheppard, Crisis Intervention Team, Respect for all curriculum

Targets:

By February 2013 we will notice that there are fewer level 4 and 5 incidents than at the same point the previous year.

June 2013 Students will report on the School Survey that they feel that the school is a safe environment where they can learn (higher percentage than the previous year)

Timeline:

Fall: PD for staff on Advisory curriculum and Respect for All

Fall: Guidance counselors meet with all students to "check in" on their social and emotional readiness. Flag students for follow up at risk counseling.

September 2012 – Weekly after school meetings to support implementation of Respect for All Curriculum.

October 2012 – May 2013 Monthly after school meetings to coordinate the Respect for All curriculum.

February- Mid-year review of OORS data and impact of Advisory and Respect for all Curriculum

Spring: Incentive events for positive school behaviors

June- Analysis of OORS data in order to determine what strategies were most effective.

Budget and resource alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
Grants

Title IA
Other-describe here:

Title IIA

Title III

Set Aside

Service and program coordination

Job ID: GL4JC Guidance Counselor- Funds support the at risk counseling 3 days a week from October –June that happens before and/or after school to meet the social and emotional needs of students

Job ID: GL4JF Per Session funds to support teachers in implementing the Respect for All curriculum in Advisory. Advisory teachers (25 of them) attend a total of 5 ½ hours of professional development after school during the month of September. Starting in October, these teachers will meet once/month to plan curriculum for the program.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Page 15 Final Report ESCA:

Recommendation 3: Student engagement Develop and implement a school wide initiative aimed at increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | | |
|------------------------------|---|-------------------------------------|
| 6.2 Welcoming environment | X | 6.4 Partnerships and responsibility |
| 6.3 Reciprocal communication | | 6.5. Use of data and families |

Annual Goal #5

School will collaborate with families and other stakeholders to increase attendance from 80.1% to 81.1%

Strategies/Activities:

We will conduct weekly meetings that include the principal, attendance teacher, daily attendance coordinator, and staff from Good Shepherd Services.

Meetings will focus on weekly RCUA reports that give data on students who have been absent in the past five days.

Preventive measures will be taken to ensure that these students don't incur additional absences.

Phone calls, home visits, and counseling sessions will be the primary interventions.

We will initiate various attendance programs that reward students for having good attendance. Incentives will include luncheons with the staff, free uniform apparel and field trips. These strategies will extend from September through June.

Saturday Academy used to assist in reengaging LTA's into the school community. Tutoring provided to support students in getting back on track academically.

We will continue the use of 'Global Connect Automated Message System' to communicate with parents.

Teachers will reach out to parents as part of their Tuesday admin. period assignment. Outreach will focus on student academic performance and intervention.

Staff/Resources:

Principal, AP, teachers, Advisors, guidance counselor, Good Sheppard, Network Attendance teachers, incentive programs/trips, Saturday Academy

Steps taken to include teachers in decision Making:

Attendance Committee established to collect the ideas of all stakeholders into the action plan. Teachers/Advisors are continually engaged at Grade Team meetings to reflect on the work of the attendance team and to provide feedback

Targets:

By December 2012, have evidence that the school is ahead of the YTD attendance reports from previous year.

By March 2013, have evidence that the school is ahead of the YTD attendance reports from previous year and be about to identify impact of outreach and incentive programs.

Timeline:

Fall/September- Establish Attendance Committee to lead the work

Fall/October- Create a first round list of students to target for attendance support

Fall- continually monitor attendance (in relationship to last year) to monitor progress. Check in with Grade Teams re: what is and is not working so far

December-Spring Roll out incentive programs and monitor effectiveness

Budget and resource alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy	<input checked="" type="checkbox"/> Title IA	Title IIA	Title III	Set Aside
Grants <input checked="" type="checkbox"/>	Other-describe here:			

Service and program coordination

Job ID: GL4JC Guidance Counselor- Funds support the at risk counseling 3 days a week from October –June that happens before and/or after school to meet the social and emotional needs of students (same as mentioned earlier)

Job ID: UKB7 Parent Involvement Funds- support the cost of the Global Connect messenger system to help with daily communication with parents and families about attendance and lateness. Funds also support the cost of stamps for attendance outreach to parents at 6 points in the year as well as costs of incentives (school logo apparel, book bags and a weekly luncheon from October through June for students that meet attendance goals.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	CASA ELL students literacy program	small group instruction	after school
	Achieve 3000 for ESL students	small group instruction	During the school day
Mathematics	Tutoring	small group	before and after school
Science	Tutoring	small group	before and after school
Social Studies	Tutoring	small group	before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Sister Group	small group weekly counseling	during school
	Guidance at risk counseling	One on one counseling	after school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Partnership with Network Team HR to support recruiting teachers
- Rigorous Interview process
- Hiring Committee comprised of Principal and staff in consultation with the Network
- Targeted Professional Development by staff and Network team
- In-house mentoring program where senior teachers mentor new teachers
- Weekly meetings between principal and/or AP and new teachers
- Beginning, Middle and End-of-the-Year Conferences held by principal and/or AP with all teachers
- Travel opportunities for teachers

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Groll, Christop Sharrock, Emil	District 09	Borough Bronx	School Number 227
School Name BRONX COLLEGIATE ACADEMY			

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

Principal DARRYL WHITE	Assistant Principal David Ward
Coach Claire Kalambay	Coach David Ward
ESL Teacher Maria Rivas	Guidance Counselor Y. Guzman; A. Maisonette
Teacher/Subject Area Corrille Fletcher / ESL	Parent type here
Teacher/Subject Area Mr. Paul Scofield	Parent Coordinator Stephanie Caceres
Related Service Provider	Other Gicel Adon, Dean / ESL teacher
Network Leader Sharrock, Emily	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	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	27
Number of teachers who hold both a bilingual extension and ESL certification	6	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	374	Total Number of ELLs	102	ELLs as share of total student population (%)	27.27%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Part II: ELL Identification Process

1a. During the registration process, the parents of newly admitted students who speak a language other than English at home are referred to Ms. Guzman, one of our Guidance Counselors who is a native Spanish speaker and a qualified pedagogue with a Masters in School Counseling, a certification in school counseling and a bilingual extension. Ms. Guzman administers the HLIS and conducts the oral interview in English and the native language with most parents of our incoming students. For families who speak French at home, Mr. Scofield, a certified ESL teacher with a Masters in TESOL, assists with the HLIS and oral interview. If students meet the qualification for Lab-R administration (i.e, answer 'yes' to speaking a language other than English the requisite number of times on each section) Ms. Fletcher, a certified teacher with a Masters in TESOL, administers the Lab-R test to the student(s) the next day or as soon as possible. Ms. Fletcher hand scores the results, records the results in the ESL binder and delivers the answer documents to Fordham Plaza. Based on their Lab-R scores, students are placed in the appropriate classes within 10 school days of registration.

1b. The Spanish LAB will be administered to all new students who are native Spanish speakers in the first week of November. The test will be administered by Maria Rivas, a certified ESL teacher with a Masters in TESOL and Vanessa Slipczuk, a certified Spanish teacher with a Masters in Spanish. .

1c. To ensure that all ELLs receive the NYSESLAT annually, we cross reference the BCA student names on the BESIS report and the RLER.

Ms. Rivas, Mr. Scofield and Ms. Fletcher, certified teachers with Masters in TESOL, administer the test. Prior to the test dates, the three teachers review the list of students and the test materials and administrator instructions. Each teacher is responsible for administering the speaking part of the test with her/his own students. A schedule is created and classes are combined for administering the listening, reading and writing sections of the test. Each teacher keeps track of her/his students who miss sections of the test and need to take make-ups which are administered at the end of the testing period.

Newly admitted students who transfer from other NYC public schools already have HLIS and LAB-R data on file. For these students, Ms. Vartanova, the Program Co-ordinator, checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration. Ms. Vartanova has an MA in Engineering and Computer Science from the former Soviet Union and a Masters Degree in School Counseling.

2. At the beginning of the year, an ESL orientation was held to inform parents of their rights and program choices. ESL teachers organized and ran the parent orientation. The principal, assistant principal, the dean and one of the guidance counselors also attended. Parents viewed the ESL orientation video explaining the three program choices (Transitional Bilingual, Dual Language and Free Standing ESL). Parents were provided with the parent survey and program selection form in their native

language(based on the native language identified in the HLIS). Afterwards, parents completed their program selection form and survey. Entitlement, continued entitlement and placement letters in the home language were mailed home after the orientation.

For parents who were unable to attend the ESL presentation, a make-up session will be held during the fall Parent-Teacher Conferences. As before, the video and program choices will be presented in the parents' native languages. A certified ESL teacher will facilitate the meeting. After the video, parents will fill out the program selection form and the parent survey. Entitlement, continued entitlement and placement letters will be mailed to the parents within 10 school days.

Follow up letters and documents will be mailed to parents who were unable to attend either event. Copies of the letters and documents are also available to parents in the school's main office.

In the past we have scheduled orientation meetings for the parents as a group. Beginning in October, new students and parents will be provided with the orientation materials at registration. A certified ESL teacher will be present to explain the three program choices, show the video and explain the program selection form. Students are placed appropriately and parents receive an entitlement and placement letter within ten days of enrollment. We plan to do all orientation sessions at the time of registration in the future. If a TBE/DL program should be offered, program selection forms will be reviewed to identify parents who have previously chosen those programs. Parents will be notified by mail of the new option and an information meeting will be scheduled. Parent will also be notified by phone about the meeting.

3. Parents who were not able to attend an orientation session will receive the parent surveys and program selection forms in the mail. Parents are asked to send their responses to school with their students. As teachers receive the program selection forms, they are placed in files according to the program selected. A record is kept of each form received. Copies of the forms are also placed in the student files. Follow-up calls are made for parents who have not yet submitted their program selection forms and parent survey. Ms. Rivas, Mr. Scofield and Ms. Fletcher are responsible for the distribution of all entitlement letters. An excel sheet is used to maintain records of all letters sent to parents. As stated above, program selection forms are filed according to parent choice and another file is maintained for parent surveys in the main office. Forms are filed as they are received- from orientation sessions or students bringing them to their ESL teachers.

4. Based on the parents' program selection, students are placed in Freestanding ESL classes. When available (20 or more students in a grade who speak the same home language), students exhibiting lower English proficiency skills are placed in a Transitional Bilingual Education program with first language support academic content areas. With parental approval, students then transition into Freestanding ESL classes as their English proficiency increases. Placement letters, entitlement letters and continued entitlement letters are written in the home language and mailed in a timely manner. An excel sheet tracks all letters sent to parents. Continued entitlement is based on NYSESLAT scores from the previous spring and entitlement is based on the LAB-R. All written communications are in the parents home language whenever possible. Spanish and French are the main languages of families at BCA. When parents come into the school, translation is offered by the bilingual guidance counselors as well bilingual teachers and staff. For phone calls to the home, the above counselors, teachers and staff are also available for translation. In addition, teachers use the DOE translation services. For Parent-Teachers conferences, additional translators are provided.

5a. The school collects and retains the number of parent requests for each of the three programs available. As stated above, files for these forms are maintained in the main office. Based on the last few years, parents generally choose Freestanding ESL classes because they believe students will learn English more rapidly in an all English instructional environment.

6a. As the school welcomes more and more Beginner level ELL students, we are making every effort to increase our bilingual staff and Transitional Bilingual program offerings. We have two Spanish speaking guidance counselors and a bilingual SPED teacher. The SPED co-ordinator and the ESL co-ordinator are also Spanish speaking. In addition, the administrative staff in the main office speak Spanish and are able to facilitate communications with parents.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	12
SIFE	18	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	34

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. [i](#)

	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		6	3		9	2		2	6	0
Total	0	6	3	0	9	2	0	2	6	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
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	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP

**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: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										38	30	23	19	110
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	3	3		7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	0	2	2	5
TOTAL	0	40	33	28	21	122								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1a. At Bronx Collegiate Academy, we use a combination of Departmentalized, Pull-out and Push-in(Co-Teaching models) to support our English Language Learners. Beginner and Intermediate ELL's in all grades receive English in a Pull-out setting. 10th grade ELL's receive Push-in services with an ESL teacher in Environmental Science and a bilingual teacher supports these students in Global History. There are also several small Bilingual Global History classes.

1b. All programs are scheduled as a combination of Heterogenous and Homogenous grouping (generally Homogenous for Pull-Out English Instruction and Heterogenous for Push-In content area.

2. Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.

2a. All Beginning level students receive a minimum of 540 minutes of ESL instruction per week. Most 9th grade ELL' s receive an additional 90 minutes of instruction in an Art and Literacy class co-taught by our Art teacher and an ESL teacher. Most Intermediate students at BCA receive at least 450 minutes of ESL instruction per week. Most 11th and 12th grade Intermediates are scheduled for an ESL/Regents Prep course. Advanced ELL students are programmed into ESL classes for at least 180 minutes per week. ELL students who speak Spanish receive native language support through Spanish language classes for 225 hours a week and student whose native language is French receive support through tutoring with a French native speaker.

3. All content area classes for ELL's at Bronx Collegiate Academy are taught in English. Most 10th grader ELL's have bilingual support in Global History. Content area strategies for the ELL's include graphic organizers, building background knowledge, content area literacy strategies, identification of cognates, scaffolded writing exercises, and other methods to support literacy. Materials include textbooks, visuals and graphic organizers and technology such as the Smartboard, Internet, and ELMO. ESL teachers provide content area support in several ways. When co-teaching a class, the ESL teacher will plan or review lessons to ensure that the language is comprehensible for the ELL's. The language of a lesson can be simplified but not the content. The ESL teacher will offer strategies that are helpful to ELL's, as well as assessment ideas. The ESL teacher will also focus on delivering content area vocabulary in an understandable way. The ESL teacher works with students in small groups or individually.

4. All new Spanish speaking ELL's are evaluated using the Spanish Lab. It will be administered by the certified Spanish teacher, Ms. Spipcuzk who has a Masters in Spanish and Ms. Rivas, previously mentioned. (See 1a)

5. Bronx Collegiate Academy makes every effort to service all ELL's within the constraints of a small school and teaching staff.

5a. When necessary, SIFE students are offered multi-grade programs to make up any skills or credits missed through interrupted formal education. Content area teachers support SIFE students with a variety of ESL strategies. Smartboards, ELMO overhead projectors

A. Programming and Scheduling Information

and computers are used in the classroom. After school support is available in all content areas. Scaffolding and differentiation are utilized in the classroom.

5b. When space allows, newcomer ELL's are placed into Transitional Bilingual Education while maintaining content area in the native language. Newcomer ELL's are grouped Homogenously at first to allow for both intensive targeted instruction and to allow time for students to adjust to the new school setting. When available, special summer school classes are offered for newcomer ELL's to help support ESL instruction before the school year begins. After the 9th grade, summer school programs facilitate language and skills review as students progress to the upper grades. Regarding testing, Newcomer ELL's are introduced to standardized testing procedures within the first year through the LAB-R and NYSESLAT preparatory exercises. Because Newcomer ELL's may never have been exposed to standardized testing, teachers in these classes take extra care to explain and practice testing procedures. In the classrooms, teachers differentiate using

projects, group work and pair work. Activities are scaffolded. For reading, content is differentiated according to the students' individual level and classrooms have new leveled libraries. ESL strategies, such as visuals, graphic organizers and scaffolding are used by all teachers. The Achieve3000 reading program, an independent reading program on the Internet, is used twice a week. After school support is available in all content areas.

5c. Students who have received 4-6 years of ESL instruction have generally achieved proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing) but need targeted instruction to achieve full proficiency. Teachers review these students Interim Assessments and NYSESLAT scores to identify specific areas of need, and program and plan instruction to accommodate the students' continued progress. The BCA literacy program provides for a period of reading and a period of writing each day. This year we have

initiated a new reading program, Achieve 3000. It is an independent reading program accessed on the Internet that students will be using in class 2-3 days a week. We offer a Regents Prep class to 11th and 12th ELL's and the writing focus will be on essay formats similar to those on the ELA Regents exam.

5d. Teachers continue to assess specific language needs for Long Term ELL's. Generally, these are upper classmen who have completed their required credits but struggle with the Regents Exams, typically those in ELA and Global History. Students are offered targeted instruction in academic reading and writing, as well as content area literary and test preparation strategies to prepare for the Regents.

6. Programs for ELL/SWDs are scheduled in meetings by the SPED co-ordinator, Ms. Lieberman, the ESL co-ordinator, Ms. Rivas and the scheduling co-ordinator, Ms. Vartanova. Students' scores on the NYSESLAT and SPED academic testing such as the WRAT, KTEA and Woodcock and Johnson are considered during student placement process. ELL/SWDs are placed in small classes with integrated co-teaching. Learning styles are evaluated and differentiation occurs through leveled learning. The literacy block provides for one period of reading and one period of writing each day. The classrooms have leveled libraries and students read independently during the reading period. Instructional strategies include visuals, building background knowledge, scaffolding and pair and group work. Technology such as the Smartboard, ELMO and computer tasks are also utilized in the classroom. Every effort is made to provide appropriate programs for ELL-SPEDs with mandated bilingual instruction. The SPED coordinator and one SPED teacher are bilingual and can provide supplemental services for Spanish speaking students. The classroom teachers use ESL strategies, such as visuals, building background knowledge and graphic organizers, to facilitate understanding. Tasks are scaffolded and differentiated to ensure comprehension. In some content areas, textbooks and workbooks are available in Spanish or bilingual editions. After school support is also available.

Instructional strategies for ELL-SWDs include building background knowledge, graphic organizers, visuals, understanding of cognates and a wide variety of reading and writing strategies. We use several sets of textbooks for 9th and 10th grade including Milestones, Shining Star and Connect. Classrooms have new leveled libraries as well for independent reading. This year we have initiated a reading program called Achieve 3000. It is a leveled, independent reading program that students access on computers. We will also be offering after school programs for ELL's, as well as support in the content area.

7. For students who have both LEP and special needs, the school programmer reviews their IEP's and NYSESLAT results and consults with teachers to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform students placement, but every effort is made to accommodate both mandated ESL/ELA/NLA instruction along with Self-Contained, Co-Teaching and Special Education Teacher Support Services.

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

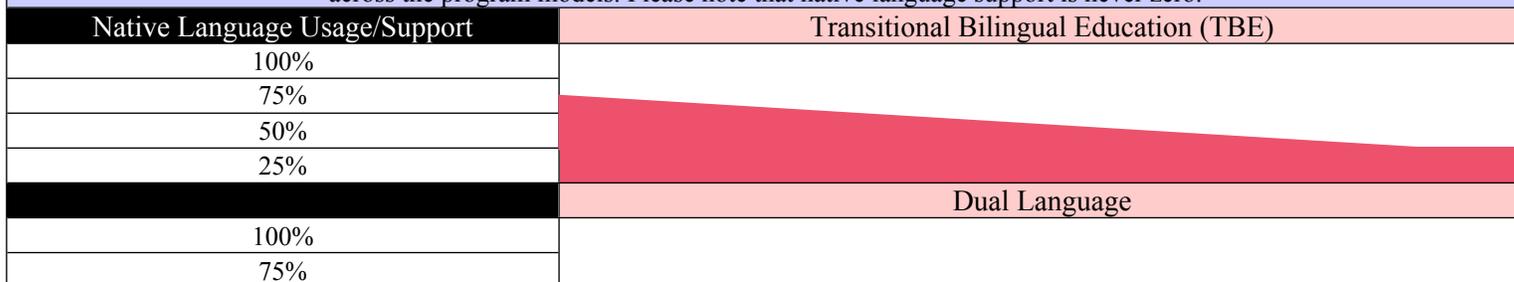
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Bronx Collegiate Academy offers tutoring classes in ELA, math and other content areas to all students three days a week. ELL's participate fully in these tutoring classes and a few are targeted specifically for ELL's. These courses are taught in English with the exception of a Bilingual Global History tutoring section.
9. Students reaching proficiency are being assisted in building their language skills by participating in a ELA Regents class, Speech and Debate classes which will help them build their proficiency levels.
10. Bronx Collegiate Academy has initiated a literacy program this year which provides one period of reading and one period of writing each day. We are also using Achieve 3000, an independent reading program as well as Castle Learning Online for supplementary work.
11. During the 2010-2011 school year, we offered a Transitional Bilingual Program for 9th graders. The program is not being offered this year because we do not have the requisite number of students. We also used Rosetta Stone last year but did not find it very effective.
12. ELL's are encouraged to participate fully in the school life at Bronx Collegiate Academy. ESL tutoring and ESL summer school are the only supplemental services available for students. We encourage them to learn and socialize fully with General Education students. On site group tutoring and outside service providers assist students with various subject areas.
13. As in all classes at Bronx Collegiate Academy, ELL's are supported through the use of Smartboards, ELMO overhead projectors, class laptop carts as well as fieldwork and experts. ELL's are provided with additional supports, including the Milestones and Connect textbook series and Achieve 3000.
14. Most ELL students at Bronx Collegiate Academy receive native language support, either through Spanish language classes or tutoring in French with a native French speaker. There are a few students who do not receive native language support because their native language is not typically spoken here.
15. This year we are grouping ESL students by proficiency level rather than strictly by grade level.
16. When available, ESL summer school programs are offered to incoming ELL's. Students who enroll have an opportunity to begin or review their language skills, meet ESL faculty and form social and academic relationships with their peers.
17. Currently, Spanish is the only native/foreign language offered at Bronx Collegiate Academy.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Fletcher and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our Coach, Claire Kalambay is also one of our Common Core lead person and is assisting in developing our Common Core curriculum. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ELLs and guidance is also provided by our ELL Network Leader, Pablo Schelino.
2. For this year through our Inquiry team teachers are focus on a specific group of ELLs in order to assist them. We are also meeting in Grade Level Teams with an ESL teacher in at least one grade to better assist teachers in understanding the needs of the ELLS. Teachers have also been assigned a group of ELLS to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs.
3. This year at BCA the plan is to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training.

E. Parental Involvement

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

1: Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night which specifically focuses on ELL students and their specific needs and supports. Second, our school-wide inquiry project for this year is focusing on ELLs, including a teacher-student mentoring program, about which parents will be kept up-to-date on their child's performance in school. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations

2: BCA is continuing its partnership with Good Shepherd services with the aim of increasing overall attendance and encouraging parental involvement. Good Shepherd consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year.

3: Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Good Shepherd and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions.

4: At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs' Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student's performance in school as well as listen to the parent's concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the Good Shepherd, the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.

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)										5	8	8	4	25
Intermediate(I)										9	21	20	10	60

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										19	2	2	3	26
Total	0	0	0	0	0	0	0	0	0	33	31	30	17	111

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	3	0	0
	I										10	11	6	5
	A										11	9	6	6
	P										10	8	5	6
READING/ WRITING	B										8	56	1	38
	I										8	22	13	5
	A										5	2	2	3
	P										3	0	1	1

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

NYS Math									
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	

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	7	0	2	0
Integrated Algebra	56	0	29	0
Geometry	13	0	3	0
Algebra 2/Trigonometry	1	0	0	0
Math _____				
Biology	0	0	0	0
Chemistry	2	0	0	0
Earth Science	0	1	0	0
Living Environment	23	0	5	0
Physics	0	0	0	0
Global History and Geography	21	1	9	0
US History and Government	15	0	0	0
Foreign Language	0	1	0	1
Other _____				
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	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

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

1. ESL teachers use various reading and writing assessments to evaluate student's proficiency in English for both incoming and returning students. The New York State ESL Interim Assessment and Achieve 3000 both are used to evaluate students' literacy skills. In terms of reading we see that about 90% our students are reading below grade level. For the year we will be focusing on strategies and skills, which assist students in improving their reading and writing skills. Teachers use this data to continue developing the lessons plans using various strategies which are scaffolded and differentiated including in order to help students improve their reading and writing skills. All the data is evaluated as a department and then communicated to other departments in order to better assist both teachers and students. As a school, BCA is developing an instructional plan which focuses on developing reading, writing skills in ESL class and through content areas. With the forementioned, teachers will participate in Inquiry meetings to discuss ELLs academic progress, the combination of Inquiry meetings and assessments assist teachers in acquiring more knowledge to better assist each ELL student.

2. On the overall NYSESLAT scores the majority of our ESL students are in the intermediate proficiency level across the grades. We had 6 new admits who took the LAB-R. 3 9th graders scored as Beginners and 2 scored as Intermediates. An 11th grader scored as Advanced. The LAB-R data reveals that the majority of our students are either Intermediate or Beginner level across the board.

3. Overall, the Listening/Speaking are much higher than the Reading/Writing skills to include more activities and strategies to improve student's proficiency levels in all the modalities. This year we will focus on providing more reading and writing support throughout the content areas. The ESL team will assist the content area teachers in developing and organizing instructional plans which facilitate the learning of English in their respective classes. The ESL team will also discuss incorporating specific content area topics in lessons.

4a. In general, most students prefer to take Regents exams in English, as that is the language of instruction for all Freestanding ESL classes. However, when students have access Bilingual reading texts or tutoring, some prefer to look at the exams in both languages and respond in Spanish. Lower proficiency level ELLs who use this native language support often perform better than other ELLs at a similar proficiency level who take the exam in English only. For this year students who are part of the tutoring, and reading program will be monitored in order to assess their skills. Across board students are performing better in Math Regents exams and from the data most are not performing well in the content areas such as sciences and history. As for the English Regents the passing rate was low, with all this information- the ESL team has established classes with a focus of intensive reading and writing skills. The next step will be to include more content area knowledge in the ESL classes in order to better prepare the students for these exams. This will require a more interdisciplinary approach to teaching which will be a focus of our ESL team.

4b. For this year we will continue to use the Periodic Assessment in order to assist with lesson planning and preparation for the state exams. We are currently looking for an assessment, which will be more affective in assessing students' English proficiency levels. At BCA periodic assessments have proved to be valuable when addressing our instructional goals. In addition, leadership has designated an Inquiry team which is focused on ELLs progress, and the ESL Department will develop an instructional plan which includes strategies to better assist all the departments in developing ELLs' skills. ESL teachers are also working with various departments with lesson developing and ESL strategies to help students

c. When available students are assisted in their Native Language. Glossaries, dictionaries and translations are also provided in classrooms.

6. Evaluation of our ELL program is ongoing. The evaluation includes looking at students' academic growth in the classroom and reviewing reading/writing levels periodically to assess their skills. During the school year surveys assessing students' skills will also be part of evaluating the ELL program in order to better serve both students and teachers.

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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

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Part VI: LAP Assurances

School Name: <u>Bronx Collegiate Academy</u>		School DBN: <u>227</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/11
	Assistant Principal		10/26/11
	Parent Coordinator		10/26/11
	ESL Teacher		10/26/11
	Parent		10/26/11
	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
	Coach		10/26/11
	Coach		10/26/11
	Guidance Counselor		10/26/11
	Network Leader		10/26/11
	Other _____		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 227 **School Name:** Bronx Collegiate Academy

Cluster: 4 **Network:** 9

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.

The school looks at the home language surveys, the Learning Environment Surveys, and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. When we call a parent at home we work with the student to ensure that we have a staff member who speaks the appropriate language and can translate as necessary. During parent/school meetings we also have staff with diverse language skills who assist students, parents and other staff members.

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

We have concluded that there are a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. The second largest population is French. Our French speaking families are provided with paperwork in both French/English. When needed our staff translates documents to Spanish or French. The staff members translate documents into Spanish is a well recognized need in the school and one that the school works to meet by having staff regularly translate documents into Spanish. Our staff members are informed about our student's language needs via email in order to maintain consistent communication.

Part B: Strategies and Activities

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

All documents that are sent home to parents are translated into Spanish by in-house school staff. These materials are sent out at the same time as the original documents in English. We currently have several staff members who are able to translate for our teachers if services are needed we do provide time during our Friday PDs to assist teachers. We also have teachers who on a need basis assist with French.

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 will provide oral interpretation by in-house staff as needed. Several staff members regularly serve as translators for phone conversations and in person meetings. We do have a bilingual dean, bilingual guidance counselor and several of our bilingual pedadogues assist during meetings

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>.

The school works hard to meet the translation requirements described in the Chancellor's Regulations. In all communications with parents we ask them if they need translation and provide it at their request. We do provide our parents with written notification of the translation and oral interpretation services which are provided at our school. Parents are also kept informed through the beginning of the year orientation, parent teacher confrences, SLT meetings and othe even which keep communication channels open for parents. We also update our call logs through Google Docs informing all staff of any changes or language needs.

2012-13 Comprehensive Education Plan (CEP)

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: <u>BRONX COLLEGIATE ACADEMY</u>	DBN: <u>09X227</u>
Cluster Leader: <u>04</u>	Network Leader: <u>MIKE ALCOFF</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: For those students who are intermediate and advanced (or beginners who are able to be successful in core academic classes in English) are provided with ESL services according to the federal regulations on the number of minutes of ESL services – 180 minutes for advanced and 360 for Intermediate. These services are provided through pull-out ESL services and push in support in their core academic classes. We have four ESL teachers who are all highly qualified and a bilingual special education teacher who supports the students in the bilingual setting.

In order to better serve our ESL students, they will participate in our CASA program and attend Saturday Academy. Students are selected to participate based on their needs and teacher assessment of skills. They are provided with this service in order to prepare them for State Regents Exams and to assist beginners in developing their language and academic skills. The services are provided by the ESL/Bilingual Licensed teacher. The programs will take place on Tuesdays and Thursdays from 3:30 to 5:00 and Saturdays from 9:00 am to 12:00pm. The average weekly attendance is 30. The program will take place for ten weeks prior to each Regents period. Students will focus on the core subjects.

Teachers will use various differentiated materials modified for our students. Once a month students along with parents participating in the ESL classes will take part in a community building trip through the CASA program. Students will take part in the following classes: Beginner ESL, Intermediate/Advanced ESL, ELA Regents Prep and Global Regents Prep. Classes will be taught in English with some Spanish support in Global. All teachers are certified in the following: ESL, Social Studies and ELA. During the Saturday program content area teachers along with ESL certified teachers will provide tutoring for ESL students: these classes include Math, Science, English and History.

Through our AIS program in small after school setting tutoring is provided Monday-Friday from 3:30 to 4:30 with guidance from the ESL teacher five weeks before the Regents Exams. Content area teachers and ESL teachers provide an 1 hour and of tutoring for students using technology and/or use differentiated materials which assists students in developing both their language skills and content knowledge. This tutoring program assists students who are either ESL beginners and/or ESL low performing in their core classes. Classes range from 10-15 students and will be taught in English with native language support in Global. All teachers working with the program are certified/licensed, experienced and high-qualified full-time educators. They will provide instruction covering all content areas for which ELL and former ELL students need supports. All of our teachers are employed at our school during the regular high hours; therefore they are well versed in the high expectations for instruction in these academic intervention service programs. Our teachers are familiar with the overall needs of our students' academic challenges and needs.

Part C: Professional Development

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: Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development: All of our teachers receive 2.5 hours of professional development on a monthly basis during an early dismissal for students. This professional development is based on Danielson's rubrics for effective teaching and the co-teaching model that is supported through our Network and our Administrators. In addition, each of our teachers meets with an instructional coach on a weekly basis. At the beginning of the school year these meetings focused on the creation of an individual PD plan. After the initial meetings, the weekly meetings are used to follow up on classroom observations, lesson plans and other supports that it is identified our ESL teachers need. At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Fletcher and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our Coach, Claire Kalambay is also one of our Common Core lead person and is assisting in developing our Common Core curriculum. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ELLs and guidance is also provided by our ELL Network Liaison, Pablo Schelino; there is whole staff, department and one on one sessions on an ongoing basis through out the year (1-2 times a month). Some of the topics covered in the professional development are as follows; writing skills for ELLS, vocabulary building, differentiation, difference between SPED and ELL modifications, ELL exams and requirements. Professional Development full day sessions continue to be provided by Achieve 300. Ed Performance continues to provide PD session throughout the year. For this year through our Inquiry team teachers are focus on a specific group of ELLs in order to assist them. We are also meeting in Grade Level Teams with an ESL teacher in at least one grade to better assist teachers in understanding the needs of the ELLS. Teachers have also been assigned a group of ELLS to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs. This year at BCA the plan is to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training.

?????

Part D: Parental Engagement Activities

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: _

Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night monthly meeting which specifically focuses on ELL students and their specific needs and supports. Topics such as reading, essential tools for school, academic success and acculturation. Second, our school-wide inquiry project for this year is focusing on ELLs, including a teacher-student mentoring program, about which parents will be kept up-to-date on their child's performance in school. We target our ELL males due to their high drop out rates in order to increase communication with parents. Another part of the program requires teachers to meet with a small group of our male ELLs provide tutoring and also call parents on a weekly basis. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. In addition through our CASA program we will also provide parents with ESL classes. Through the CASA program parents and students in both will attend different cultural activities around the city and in school to familiarize them with academic, social and cultural locations for success at BCA. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations

BCA is continuing its partnership with Good Shepherd services with the aim of increasing overall attendance and encouraging parental involvement. Good Shepherd consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year.

Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Good Shepherd and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions. In addition we also have an event with Breakfast with the Principal where parents and staff are invited to meet with the principal. This provides parents and staff an opportunity to meet with the staff and principal to discuss different issues and concerns. In such an environment parents are provided with an opportunity to

Part D: Parental Engagement Activities

discuss a range of topics.

At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs’ Parent Nights serve the same function: to get students’ parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student’s performance in school as well as listen to the parent’s concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the Good Shepherd, the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____