



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX EARLY COLLEGE ACADEMY FOR TEACHING AND LEARNING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X324

PRINCIPAL: YVETTE E. RIVERA

EMAIL: YRIVERA8@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
Yvette E. Rivera	*Principal or Designee	
Corrie Gaidusek	*UFT Chapter Leader or Designee	
Jose Gonzalez	*PA President	
Adisha Washington	DC 37 Representative, if applicable	
Raishawn William Saidyn Angeles	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Amanda Cruz	Member/Parent	
Ruben Jimenez	Member/Parent	
Marlin Rodriguez	Member/Parent	
Christopher Soler	Member/UFT	
Sally McMahan	Member/UFT	
Nalini Singh	Member/CSA	

** 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.
NYC School Survey 2011-2011 (PG 13, Questions 2.9, 3.9): Set high expectations for student learning by the alignment of curriculum, instruction, and assessment. Currently the score is 6.4

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.

<u> </u> 2.2 School leader’s vision	<u> </u> 2.4 School leader’s use of resources
<u> X </u> 2.3 Systems and structures for school development	<u> X </u> 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

All teachers within core subjects (English, Science, Social Studies and Math) will engage students and integrate the Common Core Focus Standards into at least two units as identified in the Citywide Instructional Expectations by June of the 2012-2013 School Year.

Instructional strategies/activities: Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

1. strategies/activities that encompass the needs of identified student subgroups,
 2. key personnel and other resources used to implement these strategies/activities,
 3. identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 4. timeline for implementation.

 5. Subject teachers in addition to core teachers will prioritize the selected literacy standards in grades 6-12.
 6. Teachers will have evidence of integration of the *Citywide Instructional Expectations* (“CIE”) Common Core (“CC or CCLS”) selected standards when submitting unit plans and during daily lessons.
 7. Teachers will submit unit plans with embedded performance based assessments that address the selected standards.
 8. Teachers will engage in midyear goal setting conversations with the Principal with incremental check-in (every 4-6 weeks) by coaches and/or Assistant Principals to discuss curriculum and integrate the CIE CC focus standards.
 9. Teachers will attend network professional development and will have an opportunity to meet with a coach to support their planning for integration of focus standards.
 10. Teachers will utilize common planning time to plan, assess, and analyze student work generated from CCLS aligned performance based assessments.
 11. Evidence of common core alignment and reflection from teacher feedback based on CIE CC performance based assessments will be collected.
- Plans for Bundle #1 will be submitted for review and feedback by Dec 1

- Implementation of Bundle #1 by end of December
- Plans for Bundle #2 will be submitted for review and feedback by Mid-February
- Implementation for Bundle #2 by March 1

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 Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All teachers meet for 50 minutes twice a week within different team configurations to discuss curriculum development, data review including the analysis of student work, and address student progress. PD plan and common planning time is utilized to best support teaching strategies connected to student performance.

Teachers also attend common core PD provided by CFN 402.

Extra resources being funded by Title I Focus Funds:

- Per Session Funds (for teacher, lead teacher and administrator professional development)
- Reference materials

- Teachers will be provided regular opportunities to meet with a coach to support their unpacking of collected data as well as plan for implementation of instructional shifts.
- Teachers will attend relevant network professional development
- Teachers will utilize common planning time to target students and integrate systems of intervention for students in need of additional support.
- Teachers, administration and/or staff will meet with students and parents who have failed more than 2 classes.

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 Title IA Title IIA Title III Set Aside Grants Other-describe here:_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Scholarship/ Data Review, Attendance Data Review, Principal, Coaches, Assistant Principals meet with teachers to discuss interventions in place for students who did not pass courses in grades 6-8 and/or earn credit each trimester in high school. Teachers and administrators meetwith families of students who are off track. School consistently re-evaluates systems and structures collaboratively to address the needs of all students.

Extra resources being funded by Title I Focus Funds:

- Per Session Funds (for teacher, lead teacher and administrator professional development)
- Academic Intervention Services

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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.
NYC School Survey 2011-2011 (PG 15, Questions 2.7, 3.3) School leaders provide teachers with opportunities to play a meaningful role in school wide goal setting and decision-making. 24% of teachers surveyed felt that they played a “meaningful role” in school decisions

Tenet #4 TEACHER 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.

 X 4.2 Instructional Practices and strategies

 X 4.4 Classroom environment and culture

 4.3 Comprehensive plans for teaching

 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
Develop a shared leadership model that improves teacher involvement in school-wide goal-setting and decision-making: which includes lead teacher positions in all academic departments, special education and youth development and safety.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
 - Principal will create specific opportunities for teachers to further their professional growth beyond the classroom environment.
 - Teachers will be invited to participate in cabinet, SLT, and other leadership teams to work towards overall school improvement.
 - Meetings with Principal will occur on a weekly basis
 - Teachers will engage in self-assessment during January and June on selected components of a research based framework for teaching to reflect on how their experiences as teacher leaders enhanced the overall school community.

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

Title IA

Title IIA

Title III

Set Aside

Grants

 X Other-describe here: Teacher



Effectiveness Pilot allocation for planning and development

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Facilitation of teacher participation in PD opportunities, increased participation in teacher leader/shared leadership opportunities, teacher Leaders reflection on selected components of the Danielson Framework for Teaching to assess how their experiences as teacher leaders enhanced the overall school community.

Extra resources being funded by Title I Focus Funds:

- Per Session Funds (for teacher, lead teacher and administrator professional development)

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 Title I Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Principal has appointed a teacher leader to coordinate and monitor Project BECA.
 - Teachers have been assigned to coordinate grade level award ceremonies to celebrate student achievement.
 - Parent Coordinator and other support staff have been assigned to increase the level proactive parent outreach to inform them about their child's success in school through Skedula, phone calls, and opportunities for parents to come to the school to celebrate alongside members of the school community.

Extra resources being funded by Title I Focus Funds:

- Per Session Funds (for teacher, lead teacher and administrator professional development)
- Reference materials
- Professional Development in the International Baccalaureate
- Refreshments and materials for Parent Events

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

- 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.
NYC LEARNING ENVIRONMENT SURVEY (PG 1): Increase parent involvement and survey response rate from 25% identified on the NYC School Survey by to 30%.

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 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Utilize a range of opportunities to engage parents in dialogue that informs and supports them in promoting their child’s social, emotional and academic needs.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- Our School uses various communication methods to communicate with parents and families including but not limited to: School Messenger, mass mail, phone tree, and individualized phone calls to engage parents.
- Parents will be provided with multiple opportunities and times to complete the School Environment Survey
- Our school offers different opportunities to engage parents in dialogue as evidenced by: parent breakfast four times per year, one on one meetings with various school staff, Awards Celebrations and access Skedula Pupil Path for parents to access day to day updates about student progress, behavior referrals, assignments, and allows them to email school staff.
- Frequent one on one meeting opportunities both in person and by phone take place with parents to engage in a dialogue about their academic, social and emotional progress at school.
- Parents are welcomed to our school as evidenced by the environment that has been cultivated in the main office
- Walk in appointments are welcome and parents will always see a staff member before leaving

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 Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We do 1% set-aside for STH, using academic learning time efficiently; respecting cultural, racial and ethnic differences; implementing a curriculum aligned to the Citywide Instructional Expectations and the Common Core 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; (title I Parent Engagement funds)

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	Wilson Literacy Intervention Pull Out/Push In Homework Help	Small Group Instruction, One to one, Tutoring and computer aided instruction	During school day, in class, after school & Saturday
Mathematics	Pull Out/Push In Homework Help	Small Group Instruction, One to One & Computer aided instruction	During school day, in class, after school & Saturday
Science	Pull and push-in services Saturday Academy and Lab Make-up	Small Group Instruction, One to One & Computer aided instruction	During school day, in class, after school & Saturday
Social Studies	Tutoring Adventa	Small Group Instruction, One to One & Computer aided instruction	During school day, in class, after school & Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pull out, Push In, additional individualized and group counseling sessions for at-risk.	Small Group Instruction, One to One & Computer aided instruction	During school day, in class & 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.

Grade and Discipline Team Common Planning
Two Instructional Coaches (Reduced Schedules)
Teacher Leadership Opportunities
Partnership with Teach for America
Network professional
Real Time Coaching
Network Professional Development
University and CBO networking opportunities to expand recruitment opportunities

**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 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 Citywide Instructional Expectations and the Common Core 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 by 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:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	505	Total Number of ELLs	50	ELLs as share of total student population (%)	9.90%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional														0

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	10	11	8	10	1		47
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							1							1
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	8	12	11	9	10	1	0	51

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. The organization models currently used at B.E.C.A. are Self Contained, according to each child's grade, ESL Level (B/I/A), and therefore mandated minutes. In some cases, push-in is used to supplement student learning within the content area using ESL strategies.

b. Students at BECA are placed as much as possible in homogenous ESL self contained classes that are part of the student schedule (grades 8-11), and grades 6 and 7 are block schedules, who travel together. Those students take part in ESL more closely resembling the pull-out style, when the rest of their class goes to French.

A. Programming and Scheduling Information

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

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

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

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

5. Differentiated Instruction for ELL subgroups.

a. SIFE Students

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

b. 0-3 years

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

A. Programming and Scheduling Information

c. 4-6 years

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

d. Long Term ELLs

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

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

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

7. Our school tries to create a community of learners who all learn at different speeds, levels and comfort. We try to build curriculums in both our content areas, as well as grade teams to incorporate cross content learning and instruction. Groupings of students is flexible to meet the individual needs of the students within classrooms, as well as within each grade. We have instituted individualized schedules this year for our students in 8th-12th grade. As an International Baccalaureate candidate school, it is imperative that we provide rigorous, enriching instruction, and meet our student’s needs, using multiple forms of data to ensure success. Students are always scheduled according to their IEPs in the least restrictive environment.

Courses Taught in Languages Other than English [i](#)

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	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

12. ELLs are fully integrated into our school. Notifications of special programs and activities are sent home in English and the student's native language. ELLs are present in all instructional after school programs as well as all extra-curricular and enrichment activities. After receiving a grant for additional after school programming, ELLs (and all other students) will be offered programs through the Creative Arts Team this year with drama, connections with Bronx Works, to assist kids with SAT/College articulation and offers other social services. Creative Connections will be working with students to create a student government and store. Bronx Arts Ensemble will be continuing work this year with guitar and chorus students (in which many ELL students participate). We also have CBO working with our students through 21st Century Grant.

13. We have greatly increased the number of computers and SMART boards, ELMOs, projectors and other technology in our classrooms this year. Over 90% of B.E.C.A. classrooms now have SMARTboards to create engaging and interactive lessons for students in all content areas. We have 3 new laptop carts, as well as access to a full computer lab on the 2nd floor of the building. Our technology teacher runs both a robotics club, as well as the MOUSE Squad. The iLearn program will be used by many students to enrich and improve their learning with the use of technology. Each student will be conducting his or her own lessons on their individual computers. Our 7th and 8th grade teachers worked together last year to win a grant to use video cameras to create several different projects that will possibly be submitted to the Lehman Short Film Festival in the Spring of 2012.

14. Native Language support is given through access to Native Language Libraries in most ELA classrooms, translation services for the parents of ELLs, bilingual dictionaries to all ELL students in all classes.

15. Required resources support ELLs ages and levels, as do the resources used in each class, these including possible bilingual texts used for classroom textbooks, home language reference books. The age and grade level is always taken into account when discussing, ordering, or implementing resources for our students.

16. All newly enrolled students are given an orientation to the school. The bilingual parent coordinator is there to welcome students in Spanish and English, as well as to help translate any information needed.

17. French is the only foreign language elective offered to students this year, however, for most 8th-10th grade ELLs, they will forgo the foreign language elective in order to participate in their ESL classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

3. In accordance with the Jose P. holding we hold continuous PD sessions throughout the school year, both during whole staff meetings, and departmental meetings with the ESL teachers and our school. Faculty and department meetings include professional development activities on strategies in teaching ELLs. Chancellor's Conference Days also include workshops on strategies in teaching ELLs for content and special education teachers. Principal provides information and resources on strategies in teaching ELLs at Cabinet meetings and Assistant Principals attend professional development workshops on strategies in teaching ELL and turnkey the training to the teachers in their departments. Native language support is provided by the instructional and guidance staff. BECA has a Spanish bilingual social worker and testing coordinator. In addition, BECA has administrators, teachers, paraprofessionals and school aides who speak Spanish. Peer tutoring in students' native language is also available. Bilingual materials including dictionaries and glossaries are available in the library and in some classes. There is an on-going effort to secure appropriate bilingual materials.

E. Parental Involvement

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

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

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

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

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

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

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

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

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
													L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	1	2	0	0		9
Intermediate(I)							2	4	4	1	4	1		16
Advanced (A)							3	5	6	6	6	0		26
Total	0	0	0	0	0	0	8	12	11	9	10	1	0	51

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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. The assessment tools used at B.E.C.A to early literacy skills are Fountas and Pinnell based. We use the Writing and Reading Assessment Profile (WRAP) to assess most students for their reading level. We then can find students independent reading books, as well as group students together for small group guided and shared readings within the classrooms. We also use this data to find supplemental materials and textbooks to support students in their content areas. Students with special needs are also assessed using QRI (Quality Reading Inventory) to further develop our understanding in order to target those students reading needs. Students with very low levels in reading are given extra attention during intervention periods, are considered for the iLearn program, have access to the New Heights Audio Book/reading program, and are often given books on their level for independent and classroom reading. Some lower level books are downloaded from Reading A-Z.com and used to support those lower level readers. High school students reading levels were assessed using TABE (Test for Adult Basic Education) this year. This information was used to plan ELA curriculum and also influence curriculum writhing for Global History.

2. The data patterns found in the NYSESLAT and LAB-R data reveals that the majority of students are performing at either the Advanced or Passing levels in Speaking and Listening (89%). There are no beginner level speaking and listening students, however, the data also shows that 83% of the ELLs reporting scores were at either the Intermediate or Advanced level for Reading and Writing. This will affect instruction by focusing much of the ESL teaching and strategies to support and advance students in reading and writing, with additional support for those students still struggling with speaking and listening.

3. The data patters will affect instruction decisions from the top down. Each curriculum will consider the level and needs of the ELL students in that content area. Weekly and daily lesson plans can and will be geared to help ELLs struggling with reading, writing, speaking and listening. There is a strong emphasis this year on helping ELLs with reading and writing by teaching grammar instruction largely within the context of student writing and reading. Writing structures will be modeled, practiced, and students will continually be taken through the full writing process. All students in all content areas will see consistency while using the school wide writing rubric. Students will be asked to be critical thinkers while reading and writing, assessing good mechanics, spelling, voice, and flow which is supported by the IB Learner Profile.

4.a. For high stakes tests given by the state of New York in grades 6-8, 2% of ELL students tested have been able to perform at a level 4 (one student, on the State Math exam). 96% of the ELLs tested in grades 6-8 are performing at a level 1 or 2. Few have been able to perform at a level 3. Students at BECA have only been given tests in English. Math tests show that 87% of ELLs are testing at levels 1 and 2. BECA only tests students in English.

b. School leadership and teachers are using the data to inform instruction, grouping, scaffolding of lessons, use of visuals and graphic organizers and building curriculums based on the above data, all with the shared goal of improving ALL students, including ELLs.

c. The Periodic Assessments are used to gage the student's improvements between NYSESLAT test dates. Information is shared with teachers of ELLs to further develop lessons and curriculum to meet students' needs.

5. N/A

6. At B.E.C.A. ELL student success is measured by a variety of input and data. First, we use the periodic assessments as tools to understand and predict how students will perform on the NYSESLAT. The NYSESLAT data is organized and analyzed year by year to study the growth (and regression) of ELL students. Baseline assessments in each content area and follow up assessments throughout the year show how well ELL students are performing in their content area classes. Student observations and informal conversations with students can also gauge how successful the student feels, and how much they are being supported by both ESL and content area teachers. Student success can also be monitored by class participation, project grades, and teacher anecdotes of students in their classrooms. Parental involvement and participation in school functions is another method of gauging ELL success. Teachers who feel supported with their ELL students is another way B.E.C.A. prides itself on measuring the success of its ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Bronx Early College Academy</u>		School DBN: <u>09x324</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

School Name: Bronx Early College Academy

School DBN: 09x324

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: PSO **Network:** 521

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: Bronx Early College Academy	DBN: 09x324
Cluster Leader: Chris Groll	Network Leader: Cristina Jimenez
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 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 type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We plan to have an afterschool program for targeted ELLs as a supplement to reinforce instruction delivered during the regular school day.

Rationale: In the afterschool program, we will be focusing on Reading and Writing. Judging from their performance on the NYSESLAT, most of our students are Advanced/Proficient in the areas of Listening and Speaking, but Intermediate/Advanced in Reading and Writing.

The data shows that a significant number our ESL students did quite poorly on the 8th grade NYS ELA test. Diagnostics administered in class also reveal that they have a lot of difficulty with the basic comprehension of grade level texts in particular. In line with those results, a number of them have also endeavored, albeit unsuccessfully, to pass the Regents' Exams. Specifically, all these tests align and show that their biggest area of need is in the area of information and understanding.

Essentially, if they are not able to understand what they are reading, it is hard for them to perform well and this is reflected not just the ELA tests, but in their other academic courses as well. Furthermore, we have also noticed that just as their reading comprehension skills are developing, their writing skills are also at best, elementary.

So the goal is to have a special class that will focus primarily in on strengthening their skills in these two areas in particular.

Subgroups and grades levels of student to be served: Primarily, we are targeting the high school students, seeing that they have the least time left and with the Regents close by. The plan is to work intensely with a small group to strengthen their skills in these areas of weakness.

The program will serve 12 students who have been identified as needy in these specific areas. So the class will consist of a heterogeneous mix of students, 3 at the Intermediate level and 9 functioning at the Advanced level of proficiency.

Breakdown:

9th grade – 6 students (2 ESL Intermediate/4 ESL Advanced)

10th grade – 1 student (ESL Advanced)

11th grade – 5 students (1 ESL Intermediate/4 ESL Advanced)

Schedules and duration: The program will take place on Tuesdays, Wednesdays and Thursdays from 3:20 – 5:20 pm. Starting on Tuesday, January 22, 2013, the program will run for 23 weeks and end on

Part B: Direct Instruction Supplemental Program Information

Thursday, June 20, 2012.

Language of instruction: The Language of instruction will be English. The program will employ current ESL strategies and scaffolding to make text comprehensible for all students.

and types of certified teachers: The program will be facilitated and instruction delivered by one certified ESL teacher.

Types of materials: To strengthen the students' skills in their areas of focus, the program will use Kaplan's Comprehensive English textbook and New Heights Literacy to review reading strategies. We will also review past NYS ELA and Regents tests both to build reading stamina and to prepare them for the kinds of questions that they need to work on in order to excel. These materials will also incorporate resources to help improve their essay-writing skills.

Part C: Professional Development

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

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

Begin description here:

Rationale: At BECA, we are committed to providing quality training for all staff members, which has a direct impact on student performance. Most of our students are current ELLs, former ELLs, or students for whom English is a second language, so essentially all members of staff are responsible for the delivery of instruction and services to ELLs.

Teachers to receive training: Seeing that all our staff members instruct and provide essential services to our ELLs, we provide multiple opportunities for the professional development for all our staff. Some of the staff workshops will be incorporated in our Monday PD sessions. Title III program plans for our staff include institutional as well peer support. To start with, we offer multiple PDs through our CFN.

Weekly grade meetings: Tuesdays/ Wednesdays: At these meetings, the ESL Department collaborates with teachers and assists them with modifying their lessons to take into account ELLs in their classes. We also have discussions about specific students who might be struggling and collaborate on ways to help them. In some cases, we collaboratively design alternative tasks that accommodate students' needs.

Beyond these meetings, we also have several workshops planned to targets area of teacher need.

1. We plan to have an initial workshop where the focus will be: Who are ELLs and what does that mean in terms of instruction? At this workshop we will address identification and programming information. We will also discuss the BICS and the CALP and why it is that some of their students seem to be fluent in

Part C: Professional Development

English but do badly on tests. At this workshop we will also be discussing state mandates and how students can test out of the program.

Rationale for workshop: We have decided to deliver this workshop because many of our teachers are brand new to the DOE and are struggling with these questions.

2. Our second workshop will focus on: ESL strategies in the classroom to enhance student engagement and academic performance. At this workshop we will collaboratively draw up a lesson plan for different disciplines. We will discuss ESL strategies and present a demo lesson on what this looks like in practice. Strategies include using visuals, sound, technology, teaching vocabulary, building background knowledge, and other ESL methods of scaffolding.

Rationale for workshop: As a school with many brand new teachers, most of whom are also new to the DOE, a number of our teachers are struggling to design successful lessons that meet the needs of our ELL population. The goal of this workshop is to provide them with practical tips and strategies to succeed.

3: The third workshop will focus on: Preparing for NYS tests and quick tips to show ESL students how to answer questions/ how to locate key information as they read. We will be reviewing the NYSESLAT exam as well as examining the language of the state tests to see what terms throw off students when they attempt to answer questions.

Rationale for workshop: A number of our ELLs are facing the Regents this year and they are ill-prepared to handle the comprehensive exams. Some of them have had several unsuccessful attempts and are beginning to feel frustrated. Targeted teaching and useful ESL strategies will help teachers prepare them better.

Name of Provider: These three workshops will be delivered by the ESL department. The ESL department itself plans to attend UFT, Bronx BETAC and DOE workshops on best practices for ELLs, teaching ELLs to write essays and incorporating the Common core into the curriculum. THE ESL dept will turn-key information to staff at PDs and staff meetings.

At BECA, in the spirit of the UDL, we are always reviewing our practices and providing information in the form of articles and/or reports that make available examples, different kinds of instructional activities and guidelines for helping ELLs succeed. Additionally, all language and ELA teachers will be attending an IB Middle Years Programs which will enhance their knowledge of language acquisition and literacy strategies [REDACTED]

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents have multiple opportunities for involvement at BECA. They have opportunities to be involved through volunteer work, for example: Learning Leaders help with office work, bulletin boards, making phone calls for our upcoming events as well as open house (parents of ELLs help make those phone calls that are in Spanish), lunch duty and hallway monitoring. Parents of ELLs have the opportunity to be trained as a Learning Leader volunteer by participating in a 6 hour training. These trainings, as well as all of the workshops offered at the school, are translated in Spanish. Parents also have the opportunity to assist with family events sponsored by our Parent Association. Parents of ELLs help us in translation (for ex: Computers For Youth Kick Off Day). All parents are kept informed weekly of the happenings at BECA through a weekly newsletter sent out by the principal and parent coordinator. Parent Teacher Conference, Curriculum Night, Open House, workshops at BECA, are used as a way to introduce all parents, including parents of ELLs to the typical schedule their children follow on a day to day basis. Parents are provided with translational and interpretation services verbally and in written correspondence. Opportunities for ELL parents to talk with each other, as well as with the ESL teacher, continue their understanding of our program at BECA, and ask any questions they may have are continuously available. An additional resource for parents is access to Pupil Path through the Skedula program. This program is an online grade book for teachers, as well as allow parents to keep track of their child's grades and behavior. Parents are informed of any activities through school messenger and memos that are either mailed or backpack. Our ESL Teacher works closely with all school staff including the parent coordinator to ensure that our ELL students are represented in all school activities.

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. 		

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