



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX LEADERSHIP ACADEMY II

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07x527

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

SUPERINTENDENT: ELAINE LINDSEY

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
Katherine Callaghan	*Principal or Designee	
Meghan Reynolds	*UFT Chapter Leader or Designee	
Ada Goyco	*PA/PTA President or Designated Co-President	
Michelle McLaggon	DC 37 Representative, if applicable	
Grevlin Ulerio, Leandre Ligand	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
James Reddick	CBO Representative, if applicable	
Rev. Samuel Coffie	Member/	
Tyrone Jones	Member/	
Twan Clairborne	Member/	
Victor Thompson	Member/	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- Math College Readiness is at 8% on the Progress Report

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Partner with Blue Engine in our Integrated Algebra and Geometry classes to increase Math Regents Pass Rates so students are ready for Alg 2/Trig by Senior Year. Specifically, Int Alg Pass Rates will improve to 60%, from 40% of the cohort with 15% scoring above 80 the first time (up from 8% of the cohort) Geometry Regents pass rates will improve to 60% from 30%, and we will be able to increase from 2 to 3 sections (over 60) students ready to take Alg II/trig in 2013-2014

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.
- Blue Engine partner will place Teaching Assistants in the 9th grade, and in Geometry to support our students and further differentiate the work.
- Blue Engine and New Visions will provide a Math Coach for Math Teachers
- Math team will use both pre assessments for 75% of their units to better target skills students are deficient in.

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).

Blue Engine works with every 9th grade student to be sure, including all subgroups. They provide an on-site manager who trains and facilitates this program in conjunction with the Principal.

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

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

Major Recommendation

- Instructional Expectations state that all teachers need to implement common core standard based units, and our Mock QRs have shown a need to integrate standards into unit maps.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- 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.

Students will experience at least two common core units and align these with standards based instruction, and history and science teachers will improve at teaching literacy: each teacher in the core content areas will develop and implement two Common Core-aligned units. These units will culminate in a performance task that is both rigorous and aligned to the CCLS, and demonstrates student growth.

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.
- Science and History Departments will expand use of the Literacy Design Collaborative inquiry cycle in their meetings supported by PD from New Visions instructional specialist and AP.
- Department leaders will have at least 3 days of PD from New visions, and turn key this information to their departments.
- PD for Department leaders in weekly meetings with AP or Principal and weekly department leader meeting.
- ELA and Math coaches from New Visions will work with our ELA and Math departments.

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).

This does not take extra money – it is instead about use of our PD resources to focus on Common Core.

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

- Credit Accumulation was below average on our progress report. We believe that more engaging classes will help our students pass their classes.

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.

4.2 Instructional Practices and strategies

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.

80% of teachers, including 95% of those on probation, will participate in weekly face to face feedback/planning meetings with Principal or AP.

Through these meetings, teachers will make progress over the year on a Danielson-aligned Rubric with a focus on 1e, designing coherent instruction and 3b/c questioning and engaging students.

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
- AP and Principal will norm the process for the meetings and create a documentation system that provides written feedback and next steps for teachers after each meeting.
- AP and Principal will create a schedule so that each teacher is met with each week
- AP and Principal will meet weekly to evaluate the effectiveness of the meetings and check-in about teachers who might need more intervention.
- AP and Principal will visit each class at least every 2 weeks to inform meetings an Classroom visits will be tracked on a Danielson-aligned rubric with a focus on 1e, designing coherent instruction and 3b/c questioning and engaging students to see if growth in happening in classrooms.
- Every 8-10 weeks AP and Principal will review the progress made in classrooms based on the tracker and look at IA data to see if improvement is leading to student data improvement.

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 use Title I money to partially fund our instructional AP.

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

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

Major Recommendation

- Our Attendance was lower than average on our Progress Report.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

Attendance will increase to 83%, from 81.2% and cutting classes will decrease. Teachers show progress on their ability to make learning more meaningful to students by showing movement up our teaching rubric in the “engaging activities” sections of the rubric.

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.
- We will set our goal at the beginning of the year with staff of creating a happy learning environment for teachers and students.
- We will work with teacher in our meetings to increase their skills creating engaging activities for students
- We will create a section of our weekly newsletter that highlights good things that happen in the school community
- We will separate our senior/college advisor and COSA into two separate jobs so that the COSA can focus more on general student activities
- We will partner with Blue Engine to have more adults in our building that can lead afterschool clubs and support students.
- We will continue to work with the attendance team to investigate why students miss school so that we can address it
- We will use a social cognition curriculum in the 9th grade in order to help student recognize and change a fixed mindset to one where they can see the school as a resource for improvement.
- We will implement character outcomes (SPIRIT) with our students
- Deans will continue to do PD for staff on building relationships
- With our izon partner we will start to create personalized learning plans for struggling students that address both character and academic outcomes.

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 pay for some of our Deans team with Title I money.

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.

Based on the School Survey in the PR, we need to increase communication with parents.

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

- Increase the number of parents at PA meetings and be more explicit about the partnership between school and home.

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.

Revise our Parent/Student/Teacher commitment for Graduation form, and use it with our 9th grade parents.

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 pay for Jumpro.pe with Title I money.

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	Students are asked and encouraged to attend a Credit Completion course during the summer. 9 th Grade students have TAs in their classes through Blue Engine. Literacy prep courses and Humanities courses are offered during the school day to assist students in mastering skills and passing the ELA Regents exam for those who do not pass it the first time they take it. All of our 9 th graders are tested for reading level and several are then pulled into two reading classes or a humanities class for extra tutoring.	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
Mathematics	Students are asked and encouraged to attend tutoring before, during and after the school day. An Integrate Algebra independent study course is assigned to and for students who failed to attain Integrated Algebra credits during past semesters. A Geometry prep course takes place during the senior lunch period to assist seniors who have previously failed the Geometry Regents exam. An RCT Math course has been opened during the school day to assist IEP students who are slated to take the RCT Math exam in January and June. Students are asked and encouraged to attend a Credit Completion course during the summer. Students are encouraged to become members of the Math club. Students receive extended	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.

	time in classes (55 minutes) to further develop skills and master content. The Honor Society offers peer tutoring for all students.		
Science	Students are asked and encouraged to attend tutoring before, during and after the school day to assist with Earth Science, Living Environment and Chemistry content. A General Science independent study course is assigned to and for students who failed to attain Science credits during past semesters. Students are asked and encouraged to attend a Credit Completion course during the summer. Students receive extended time in classes (55 minutes) to further develop skills and master content. A Living Environment Remix Prep courses is offered to all students who have previously failed the Living Environment Regents exam. The Honor Society offers peer tutoring for all students.	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
Social Studies	Students are asked and encouraged to attend tutoring before during and after the school day. Global History and US History independent study courses are available for all students who have struggled with History courses in previous years. Students are asked and encouraged to attend a Credit Completion course during the summer. A regent based/preparation course was created for students who are struggling to attain their History regent credit(s). Students receive extended time in classes (55 minutes) to further develop skills and master content. A Humanities course was designed and is offered offered during the school day to assist students in mastering skills and passing the History Regents exams. The Honor Society offers peer tutoring for all students.	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
At-risk services (e.g. provided by the Guidance	One on one counseling and group counseling.		

Counselor, School Psychologist, Social Worker, etc.)			
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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.

We created a rigorous interview process with set questions each attached to indicators that demonstrate the criteria that our school believes is necessary to be successful with our students. We use many of the best practices documented by The New Teacher Project, (TNTP) and work with TNTP consultants to ensure we hire the best teachers possible for our school. These include various retention strategies such as Professional Development, Leadership positions, positive feedback, team –teaching, for our strong teachers. We use an early notification system to identify future vacancies to start looking for candidates as early in the school year as possible.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 Deboarh Maldonado/ Derek Smith	District 07	Borough Bronx	School Number 527
School Name Bronx Leadership Academy II			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	530	Total Number of ELLs	75	ELLs as share of total student population (%)	14.15%
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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) The HLIS is given to the parent by our Pupil Personell Secretary, B. Hodge, when students first register with the school. The interview is then conducted by an ELL certified pedagogue. If the native lanugage is Spanish, the interview is completed by Ms. Raynolds. If the native language is French, we will use our French teacher, A. Dondero. If another language is used we would require the DOE interpretation service. Students identified as ELL are given the LAB-R assessment by our ELL teacher, J Howell. LAB administration in Spanish will be completed by Ms. Raynolds. The NYSELAT exam is also adminisitered by our ELL teacher J. Howell. Our data specialist, C Sterner, will run ATS reports to identify students not tested.
- 2) After a student is tested and found to need services, parents are invited to the school for an orientation within 10 days. Parents meet with our ELL coordinator, Ms. Howell (a pedagogue), who will explain to them the options avaailable to them and help them find the program that is best suited for their child. Parents can make their selection then or return their selection form via mail or with their student. When TBE/DL programs become available for interested parents they will be contacted via phone by our parent coordinator.
- 3) Forms are mailed to student homes and given to students in school by our parent coordinator. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information. Completed letters will be filed with student records.
- 4) The ELL coordinator, guidance counselor, and parent collaborate to agree upon the best placement of the student. Any translation needed is provided by the school. Placement letters are distributed by the ELL coordinator. Placement letters are filed with student records. Continued entitlement letters will also be filed with student records.
- 5) All parents in the last two years have requested freestanding ESL.
- 6) Yes. Parents have indicated that they want students to acquire English as quickly as possible and do not believe that will happen in a bilingual setting.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	70		28	5			0			75
Total	70	0	28	5	0	0	0	0	0	75

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	17	14	9	63
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										6	4		1	11
TOTAL	0	29	22	14	10	75								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

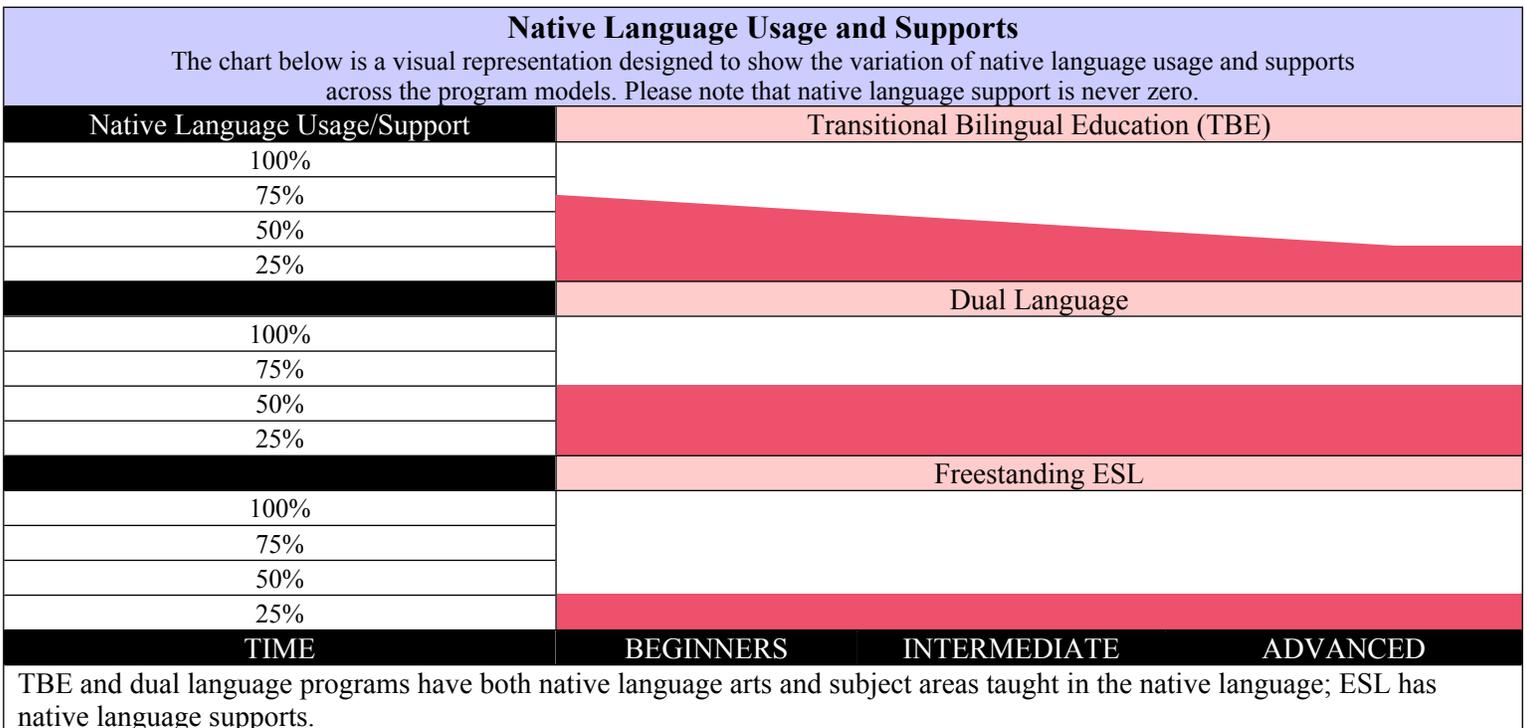
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	English
Science:	English

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

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



B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										8	3	0	0	11
Intermediate(I)										15	10	7	4	36
Advanced (A)										11	6	7	4	28
Total	0	0	0	0	0	0	0	0	0	34	19	14	8	75

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

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

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

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

- 1) Our school uses the Scantron performance series to assess literacy levels. We have found that a majority of our students struggle with vocabulary. It is lowest scoring section along with decoding non-fiction texts. Students tend to fair the best in fiction reading. English curricula has been adjusted to put more emphasis on vocabulary and non-fiction reading.
- 2) Overall our students perform better on the speaking and listening sections of the NYSELAT but lag behind in the reading and writing sections. This performance gap is mirrored in their native language as well.
- 3) Students spend a majority of classroom time on reading and writing in order to address the data we have seen.
- 4) Most students have elected to take exams in English as their content vocabulary in their native language is limited.
- 5) N/A
- 6) We evaluate the success of our ELLs in several ways. We look at their performance on state exams including the NYSELAT and regents exams. Additionally, we track student progress in credit accumulation and their progress towards graduation.

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

School Name: Bronx Leadership Academy II

School DBN: 07X527

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **561**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Bronx Leadership Academy II	DBN: 07X527
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: 78
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will be running after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will work at their own level with Rosetta Stone software. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-11. Allowing students to work at their own level and pace on computers while our ESL teacher and a content teacher conference, tutor, and help with content area work will be the best use of our limited ESL certified personnel. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

Tutoring 3 days/week 2 hours/day=6 hours/week for 32 weeks = 192 hours of after school tutoring with Rosetta stone and help with homework with a certified ESL teacher and content teacher, Team teaching approximately 20 students. A history and/or English teacher will team teach with the ESL certified teacher, depending on the need the students. This is above and beyond the mandated minutes that the students are required under CR Part 154. Tutoring began 10/1/12 and will run until June Regents (6/7/12) on Mondays, Tuesdays, and Thursdays.

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: Our ESL staff each have less than 5 years of experience teaching. Therefore our greatest PD need is to obtain greater expertise for our ESL department. We have found and hired an experienced ESL/History teacher to act as a coach for our ESL department. Jonathan Shank will work for us 1 day a week in order to directly coach ESL and content teacher in more effective ESL instruction. He will work with S. Ruiz (an ESL teacher) in developing a push-in ESL model for ESL students in 10th grade Global History. He will work with N. Andre and E Bullen (content teachers) to better ELL instruction and differentiation techniques in 9th grade Global History (Global History has proven to be the most difficult for our ELL students). He will work with Donahue (Spec Ed teacher) and Sowa (content teacher) to better ELL instruction and differentiation techniques in 11th Grade US History (US History has proven the 2nd most difficult exam for ELL students). Mr. Shank will also work with our leave replacement ESL teacher to ensure continuity of ESL services while one of our teachers is on medical leave. Lastly, he will work with the History department at weekly meetings to implement techniques that encourage students to

Part C: Professional Development

Speak and write more in class.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent activities BLA II parents - including parents of ELLs - have numerous opportunities to become involved in their child's education. Our Parents Association meets monthly in the evening. Parents Association meetings include translators for parents who do not speak English. Parents may elect to serve on the School Leadership Team. In addition, teacher teams frequently invite parents to meet with them both during and after school. Topics are chosen relevant to upcoming events in the school and the needs of parents found by our parent coordinator, B. Robinson. Parents are notified of these meetings by mail and telephone. Both modes of communication are provided in English and Spanish.

BLA II partners with South Bronx Churches, a community-based organization (CBO) which provides a number of services for parents and students. In addition, we have a relationship with Woodycrest, another CBO. Woodycrest staff members provide services to students and parents during the school day and after school. Both organizations work with our Parents Association to deliver content relevant to community needs.

Our Parent Association and Parent Coordinator survey parents annually to evaluate their needs. Parent Association meetings, incentive programs, and other after-school activities are geared to meet the needs of parents as expressed to the Parents Association and the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

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