



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS

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

PRINCIPAL: JEFFREY GARRETT EMAIL: JGARRETT2@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 Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jeffrey Garrett	*Principal or Designee	
Elana Eisen Markowitz	*UFT Chapter Leader or Designee	
Neyda Franco	*PA/PTA President or Designated Co-President	
Denise Garcia	DC 37 Representative, if applicable	
Luis Aquino	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Saran McGlothin	Member/Parent	
Deborah Carr	Member/Parent	
Nelida Gonzalez	Member/Parent	
Laura Mercogliano	Member/Teacher	
Tiffany Marrero	Member/Paraprofessional	
Chrastian Clarke	Member/Teacher	
	Member/	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 – Improvements in School Culture

In 2012-2013 we will work to improve school tone and culture by addressing the following key areas of need:

- Enhancing our discipline and incentive systems by:
 - Clarifying expectations and responsibilities for all stakeholders
 - Improving transparency by more effectively communicating about our systems to students, parents, staff
 - Incorporating more restorative practices into our systems that both provide opportunities for students to avoid suspension, and address behaviors that have violated community norms/rules.

- Improving the effectiveness of Advisory by:
 - Clarifying the purpose of our advisory program throughout a student's time at BAL
 - Conducting professional development for teachers designed to boost teacher capacity in the key areas of practice relevant to our Advisory program
 - Establishing an Advisory Coordinator teacher-leadership role to assist middle and high school staff in carrying out a coordinated advisory program.

- Improving uniform compliance by:
 - Ensuring more consistent expectations applied to all students, and enforcement by teachers, resulting in the overwhelming majority (+95%) of students coming to school in uniform (Black pants/shorts/knee length skirt, mostly black shoes, BAL shirt/sweater)
 - Ensuring students miss no class time due to uniform compliance concerns.
 - Conducting early outreach in the spring to parents of new and returning students clarifying uniform expectations, vendor, pricing, and providing assistance as needed
 - Clarifying the rationale for our school uniform and communicate to staff, students, parents in June in preparation for summer and fall 2013

Comprehensive needs assessment

As Bronx Academy of Letters has evolved over the last 10 years, we have entered a phase of development as a school that requires responsiveness to changes in our student population and staff that will help us ensure continued growth as a school, and continued success in preparing students for success in college and careers. In the last 5 years, our student enrollment has shifted such that we now serve greater numbers of students with IEPs (approximately 25% in grades 6-12), as well as a larger number of students who require a range of more intensive supports to help ensure their academic and emotional growth in school. To continue to see the

success we've historically achieved, we must take proactive steps to build student and staff capacities in ways that will foster a culture for learning given these new trends.

The needs we see among our students include:

- Building more consistent engagement in learning and ownership over performance in school
- Building capacity in working to repair relationships with students and adults when a transgression has been committed
- Improving student ownership over, and pride in, the school and its systems and practices
- Building greater levels of respect for self and others

The following Student responses from the 2011-2012 Learning Environment Survey give data points correlating with this needs assessment:

Question	Response
Student Response: How comfortable are you talking to teachers and other adults at your school about something that is bothering you?	47% more uncomfortable than comfortable
Student response: Most students in my school just look out for themselves	76% agree or strongly agree
Student response: Discipline in my school is fair	42% disagree or strongly disagree

The needs we see for improved practice among our staff include:

- Ensuring consistent execution of school-wide culture systems
- Skillfully facilitating opportunities for students and adults to repair relationships when a transgression has been committed.
- Building relationships that help foster greater student engagement in school

The following Teacher responses from the 2011-2012 Learning Environment Survey give data points correlating with this needs assessment:

Question	Response
Teacher Response: My school communicates effectively with parents regarding students' behavior	24% disagree or strongly disagree
Teacher response: Teachers and school leaders in my school use information from parents to improve instructional practices and meet student learning needs.	43% disagree or strongly disagree

Teacher response: Most students at my school treat teachers and staff at my school with respect	33% disagree or strongly disagree

Instructional strategies/activities

- 1) Hire a second Dean of Students to assist teaching staff with interventions for students who struggle behaviorally, providing support for students who are in crisis, and support our efforts to improve school tone and culture generally.
- 2) Conduct professional development and coaching for teachers and advisors on building relationships with students, and on facilitating restorative practices that repair damage done by transgressions. This includes:
 - A summer conference (July 2012) for teachers on restorative justice practices
 - Ongoing committee work led by teachers to refine our school core values and improve ownership of school culture by all stakeholders
 - Coaching provided by expert coach from Ramapo for Children, a nonprofit organization that specializes in professional development for staff and direct service for children that exhibit difficult behaviors in school. Coaching will take place twice monthly from Sept 2012 through May 2013.
- 3) Create a teacher leadership position of “Advisory Coordinator” in the spring semester of 2013 that helps ensure structure and consistency of instructional practice through the middle and high school advisory programs, and prepares for staff training and orientation for fall 2013.

Strategies to increase parental involvement

- 1) We will conduct a workshop with parents around BAL’s discipline and incentive systems in June 2013 and August 2013 with the goal of helping parents and school staff understand how we can work together to support children’s success at BAL
- 2) We will conduct more effective outreach to parents about school tone and culture, including the uniform rationale and expectations. This will include individual parent outreach for all accepted students in June. A new student open house in June where parents, students and staff will speak about the uniform and its importance. We will also assess out uniform vendor for spring 2013 and attempt to find the most affordable, and convenient, vendor option for families we serve.

Budget and resources 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 Grants Other

If other is selected describe here:

Service and program coordination

To achieve the strategies described in this goal we will allocate/distribute resources in the following manner:

- Fair student funding used to hire second Dean of Students, Fernando Restrepo
- Private grant funding secured through the NYC Department of Education's Expanded Success Initiative used to fund summer restorative justice training for teachers in July 2012
- Title I funding used to pay per session for teacher leaders who prepare for, and facilitate, teacher team meetings that support teacher inquiry into various aspects of school tone and culture, and monitor progress on our key initiatives
- A combination of TAX LEVY and Title I funding used to support per session and acquisition of materials for the Advisory Coordinator position in spring 2013

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 – Improvements in Parent Involvement

In 2012-2013 we will enhance current programs, and develop new programs and initiatives to strengthen the relationship between the school and parents, as well as increase parent involvement in school activities and events. These programs and initiatives will include:

- 1) Conducting 2 “Parent Nights” that both provide engaging and high-interest ways to attract parents to the building, and serve as fundraisers to support key student programs. This effort will build upon existing school functions (exhibition project presentations, arts showcases, athletic banquets) as well as adding new parent social events, inspired by leaders among our parents, that attract parents and families to engage with the school (i.e. family movie night, bingo night, spring curriculum night)
- 2) Expansion of our annual Summer Bridge program for incoming 6th and 9th grade students and families
 - Add a complementary parent orientation experience that takes place during the week of Summer Bridge to better orient parents to the school, and empowers parents to help their children succeed at BAL, particularly in the challenging MS/HS transition years (6th and 9th grades). The parent orientation will help parents understand and prepare to support their children in addressing expected and unexpected challenges of starting at a new school, including:
 - Developmental changes in adolescents
 - Increased academic expectations
 - BAL school culture and school norms
 - Working collaboratively with teachers and school staff in a secondary school

Comprehensive needs assessment

We’ve historically seen sporadic levels of parent engagement in school activities throughout the school year. Typically, parent engagement is highest among parents of our youngest, and newest, students in the middle school and the high school, particularly in the 6th and 9th grades. This level of involvement tends to fade over time as students progress to 8th grade in the middle school, and 12th grade in the high school. Also, throughout the school year, we see spikes in parental involvement during our two parent teacher conferences in the fall and spring, as well as at large school events, such as arts showcases, times when we issue progress reports, and around major academic events like exhibition project presentations. We routinely will see 300+ families (about 60% of our population) turnout for parent teacher conferences, and similar levels of turnout for major events that involve student performances. While this level of involvement is positive for our school community, we’d like to see more regular opportunities for parent engagement, and more opportunities to collaborate with parents to improve student outcomes and prevent academic, emotional, and behavior problems from arising.

We see this initiative as particularly important to the success of our students, and the development of our school as we work to improve credit accumulation among our high school students and core course pass rates among our middle school students (see 2011-2012 data below), efforts that require sustained support for students on the part of both parents and the school. In addition, as state assessments and content instruction shift to measuring student performance against the Common Core standards, the importance of having effective collaboration between parents and school staff is increasingly important.

Subject	% of Middle School students passing a core course 2011-2012
English	74.6
Math	75
Science	64.3
Social Studies	79

Year of high school	% of High School students earning 10+ credits 2011-2012
1 st year	64.6
2 nd year	61.2
3 rd year	71.3

Instructional strategies/activities

- 1) Better protect the time of our parent coordinator for direct service and engagement with parents. We've relocated our parent coordinator for the 2012-2013 school year to a private office space that can accommodate parents for meetings, and where parents can discuss concerns in private. This move also helps protect her time for parent related business exclusively.
- 2) Allocate Title I funding in Galaxy, as well as funds secured through a private grant, to support our collective effort to increase parental involvement. These funds will support teacher time invested in home visits, summer bridge, and other parent outreach opportunities, as well as programs for parents, which our Parent Coordinator will supervise throughout the 2012—2013 school year. This allocation of funding will be in addition to the Title I parent set aside. Though we envision this effort to work in complement, the use of Title Parent Involvement monies shall be determined in agreement with parents through the Title I meeting.

Strategies to increase parental involvement

As the sole purpose of this goal is to increase and enhance parental involvement in school, please see above action steps for strategies for increasing parental involvement.

Budget and resources 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 x Title I _____ Title IIA _____ Title III x Grants _____ Other

If other is selected describe here:

Service and program coordination

To achieve the strategies described in this goal we will allocate/distribute resources in the following manner:

- Allocate Title I funding in Galaxy, as well as funds secured through a private grant, to support our collective effort to increase parental involvement. These funds will support teacher time invested in home visits, summer bridge, and other parent outreach opportunities, as well as programs for parents, which our Parent Coordinator will supervise throughout the 2012—2013 school year. This allocation of funding will be in addition to the Title I parent set aside. Though we envision this effort to work in complement, the use of Title Parent Involvement monies shall be determined in agreement with parents through the Title I meeting.
- We will use Title III monies to support targeted outreach to parents of English Language Learners to ensure their participation in the broader parent engagement process, and strong academic outcomes for their children.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 – Improving supports for students with special needs

In 2012-2013 we will improve the level of support we are able to provide students with special needs by ensuring coaching and professional development for staff, and doing targeted parent outreach to more effectively partner with parents in the process of meeting students’ academic and emotional needs.

Comprehensive needs assessment

As our percentage of students with special needs as risen, we’ve seen a corresponding drop in both our high school and middle school peer index. For the middle school we’ve seen our peer index drop from 2.33 to 2.03 since 2010. In the high school we’ve seen our peer index drop from 2.34 to 1.87 since 2010. With this shift in test proficiency among incoming students, we see a need to target more resources, both human and financial, to meet the needs of students who struggle most. In some cases these are students who have individualized education programs (IEPs), though there are also many students who struggle who do not have IEPs.

At the middle school level we see differences in student performance on the spring 2012 state exams when comparing the progress report data for students with IEPs to the performance of the overall student population as shown below

% of student at level 3 or 4 in ELA	% of Students with IEPs at level 3 or 4 in ELA	% of student at level 3 or 4 in Math	% of Students with IEPs at level 3 or 4 in Math
22.1	8.8	40.4	26.4

At the high school level we see differences in credit accumulation among students in the school’s lowest third when compared to credit accumulation among the overall student population as shown below:

Student Subgroup	% Earning 10+ credits in the 2011-2012 school year
1 st year students overall	64.6
1st year students in the lowest 1/3	34.6
2 nd year students overall	61.2
2nd year students in the lowest 1/3	29.6
3 rd year students overall	71.3
3rd year students in the lowest 1/3	46.2

Instructional strategies/activities

We will improve supports for students with special needs by:

- 1) Conducting professional development and coaching for teachers and advisors on building relationships with students, and on facilitating restorative practices that repair damage done by transgressions. This includes:
 - A summer conference on restorative justice practices
 - Ongoing committee work led by teachers to refine our school core values and improve ownership of school culture by all stakeholders
 - Coaching provided by expert coach from *Ramapo for Children*, a nonprofit organization that specializes in professional development for staff and direct service for children that exhibit difficult behaviors in school.

- 2) Conducting a “Support Services Night” to help parents better understand the landscape of support services our school can offer, available special education services, and important information about the process of working with the school and teachers around meeting a student’s individual learning needs. Teachers will also be encouraged to attend this event as a professional development opportunity, and a chance to develop new connections with families. This event will help parents and school staff better understand:
 - BAL’s academic program and our efforts to serve student needs
 - The components and meaning of what is in an IEP
 - Changes in special education services between elementary and middle school, as well as middle and high school

- 3) Ensuring that all teachers who work with students who have IEPs are
 - Supported in understanding students’ IEPs
 - Contribute to learning goals written in IEPs
 - Have opportunities to collaborate with colleagues who serve students with IEPs that they teach

Strategies to increase parental involvement

See strategy #2 noted above.

By hiring a second Dean of Students, we have doubled our staff capacity to provide focused assistance to families who are supporting students in crisis, or who are struggling to achieve success in school. We’ve also hired a Data Manager who provides staff with more useful, up to date, data reports that teachers can use to better understand student performance, and turnkey that information to parents as we collaborate to support students.

Budget and resources 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 Grants Other

If other is selected describe here:

Service and program coordination

To achieve the strategies described in this goal we will allocate/distribute resources in the following manner:

- We have secured funding from our network, The Urban Assembly, to fund our ongoing coaching from Rachel Lissy, of Ramapo for Children. This funding is secure through May 2013
- We will use Title I funding to support per session and general supplies necessary for preparation, outreach and materials for the “Support Services Night.”

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 -- Improve student performance in academic classes

We will improve student academic performance as evidenced in credit accumulation at the high school level, and core course pass rates in the middle school. Improvements in these indicators will demonstrate a larger number of students performing at high levels in their courses, and remaining on track for 8th and 12th grade graduation, and postsecondary success.

Comprehensive needs assessment

As noted throughout this document, we've experienced a steady shift in the academic, social and emotional needs of our incoming students over the last 5 years. These needs often have an adverse impact on student performance in core academic classes. The data tables below identify recent performance trends among several key subgroups, as well as targets for improvement in credit accumulation and core course pass rate

Instructional strategies/activities

The targets for our collective efforts to address this issue include the following:

At the high school level, accumulation of 10+ credits in the academic year for the following subgroups will improve as indicated in the table below:

Subgroup	2011-2012 Performance	2012-2013 Target
Percentage of students earning 10+ credits in 1 st year	64.6%	68%
Percentage of students in lowest 1/3 earning 10+ credits in 1 st year	34.6%	40%
Percentage of students earning 10+ credits in 2 nd year	61.2%	64%
Percentage of students in lowest 1/3 earning 10+ credits in 1 st year	29.6%	33%

At the middle school level, the percentage of students passing a core course during the academic year will improve as indicated in the table below:

Subject	% of Middle School students passing a core course 2011-2012	Target for 2012-2013
English	74.6%	77%
Math	75%	78%
Science	64.3%	67%
Social Studies	79%	82%

To achieve these targets we will make targeted enhancements to our practices around grading and assessment. Over the last 2 years, our teachers have embarked upon an ambitious and exiting mastery based grading pilot program. As a school we came to see that many elements of traditional grading practices present structural barriers to achievement, encourage extrinsic rather than intrinsic motivation, and fail to support an incremental and developmental understanding of learning. As a result, the bulk of our staff began grading using a mastery based grading system. This practice was extremely powerful for our teachers, and helped many students take greater ownership of their learning, and participate in the assessment process more actively. However, some of our practices under this system presented new obstacles for our students, particularly students who struggle.

This year we will enhance our grading practices to ensure that all grades, grading systems and assessment practices include the following school wide:

- The learning targets for a course, based on the Common Core Standards, as well as other relevant professional standards. These targets will make clear what students must demonstrate they know and can do.
- Teachers will assess key behaviors/habits that are critical to student success and incorporate those results into final grade calculations. These include things like homework, participation in class discussions and maintaining an organized binder. This should compromise between 10-20% of student's grade.
- Assessments should vary in form and should be aligned to assess the learning targets for the course.
- Students should have multiple opportunities to demonstrate they can meet expectations for the course throughout each marking period

As articulated in the NYCDOE Citywide Instructional Expectations, this effort will help us to ensure that we create a culture for learning in every classroom that:

- Sets high expectations for all students
- Plans in advance for multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning experiences.
- Engages all students in critical academic and personal behaviors necessary for college and career readiness

School Administration will ensure follow through with these expectations by doing the following:

- Facilitating school-wide data reviews three times throughout the school year (November, February, April) when teachers will examine scholarship report data, analyze trends among student sub groups, and plan for modifications to practice that ensure we meet the goals identified above.
- Conduct midyear evaluation conferences with teachers in which we review course pass rates and plan for changes in practice, or needed supports, that ensure we make progress towards the school goals around credit accumulation (HS) and course pass rates (MS).

Strategies to increase parental involvement

- Increase parental awareness of student progress and hold students to increasingly high expectations under the new Common Core Standards
- Focus work of grade teams on communicating student progress (strengths and needs) to parents

Budget and resources 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 Grants Other
 x x _____ _____ _____ _____

If other is selected describe here:

Service and program coordination

To achieve the strategies described in this goal we will allocate/distribute resources in the following manner:

- These strategies will be carried out almost exclusively during the contractual school day and require very limited supplemental funding. The principal and AP of instruction will conduct midyear conferences with teachers, staff meetings and teacher team meetings looking at scholarship reports will take place during regular work hours as well.

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	6 th -14 7 th -22 8 th -23 9 th -26 10 th -10 11 th -10 12 th -12	6-- reading intensive, small group 9-11-small group, Wilson reading 6-12- Office hours, one to one tutoring	During the school day
Mathematics	6 th -13 7 th -19 8 th -22 9 th -26 10 th -13 11 th -9 12 th -11	6-8- math intensive, small group 6-12- Office hours, one to one tutoring	During the school day
Science	6 th -10 7 th -10 8 th -13 9 th -20 10 th -7 11 th -9 12 th -10	6-12- Office hours, one on one tutoring	During the school day
Social Studies	6 th -11 7 th -10 8 th -12	6-12- Office hours, one on one tutoring	During the school day

	9 th -20 10 th -6 11 th -7 12 th -11		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	6 TH - 17 7 TH - 20 8 TH - 20 9 TH - 18 10 TH - 12 11 TH - 7 12 TH - 9	Small group, individual and transition counseling. Behavior plans (individualized) - all as needed or as required by IEP's. Psychological testing and social histories are completed as required by the SOPM.	All services are provided during the school day.

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.

Recruitment

We will, as we always do, post our open positions early in the year in a variety of publications (craigslist.org, idealist.org, New Teacher Finder), spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team. We also coordinate with Teach for America and the NYC Teaching Fellows to cultivate a strong pipeline of new teachers committed to working in our context. We host Teaching Fellows apprentice teachers for a residency in the spring that both helps cultivate our pipeline of prospective teachers, and supports the continued PD of our current veteran staff who mentors new teachers.

Retention

We support programs, systems and collective efforts that help ensure Bronx Letters is a professionally satisfying place to work. These efforts include:

- A Teacher Study Group, facilitated by teachers, that examines critical issues of professional practice, reads scholarly texts, shares resources and strategies, and provides support for new teachers
- Holding whole-school staff meetings to support collaboration across grades and coherence in systems throughout the school that support teacher professional satisfaction
- Allocating resources in Galaxy, and through funds raised privately, to support teacher initiatives, such as extracurricular programs, arts programs, and sports. We also use these funds to support teacher professional development at conferences, travel programs, and attempts to pursue National Board Certification

Assignments that support teachers being highly qualified

We work to ensure that all teachers work exclusively, or nearly exclusively, in one content area, the area of their license. We hire intentionally to ensure that all teachers are licensed in the content areas in which they will teach, and that we allow teachers to specialize instructionally in ways that accentuate their particular strengths (i.e. have teachers who are most expert in Global History teach that content rather than teaching US History, or teachers who are expert in Algebra teach that content rather than Geometry). As a college preparatory school, we work to ensure our teaching assignments pair highly qualified teachers with teaching assignments that capitalize on their expertise.

Professional Development

We support teacher development in many ways, including:

- Thrice weekly teacher team meetings that are structured to support collaborative inquiry, organizational coherence across the school, and improved professional practice
- New teacher mentoring and support. This includes coaching from veteran teachers, internal and external professional development opportunities, bimonthly administrative coaching meeting for new teachers who do not have a content-specific coach.
- Regular formal evaluation, including midyear conferences, as well as mini observations from administration, coaches and colleagues
- Coaching from expert teachers, including a math coach who supports both the middle and high school math departments, and a half time coach for the middle school ELA and Humanities teachers.
- Teacher Study Group that meets 1-2 times per month throughout the year

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X551 **School Name:** Bronx Academy of Letters

Cluster: 1 **Network:** 105

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Anna Hall	Assistant Principal Matthew Pilarski
Coach Jessica Sliwerski	Coach type here
ESL Teacher Elizabeth Sampson	Guidance Counselor Kate Irving
Teacher/Subject Area Rose Weixel/ELA	Parent Neyda Franco
Teacher/Subject Area type here	Parent Coordinator Lisa Monge
Related Service Provider Dan Jones	Other Heather Lawrence/AIS
Network Leader Jon Green	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	556	Total Number of ELLs	53	ELLs as share of total student population (%)	9.53%
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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. 

Students are placed in ESL based on their NYSESLAT state test scores. Parents are informed of their student's placement via communication with the parent coordinator either in person, phone or mail. All communication is in the parent's native language. We are a small school with a limited number of teachers and only ESL. When students enroll here, and require additional LAP services, we advise parents that we only offer ESL. If students require other options parents are advised and directed to the enrollment office to find schools that offer additional language programs
 aste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	---

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	15
SIFE	10	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	24

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	0	19	0	7	28	0	7	53
Total	6	0	0	19	0	7	28	0	7	53

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	0	0	0	0	0	15	7	5	13	8	4	5	57

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

to help them transition out of ESL.

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

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

-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

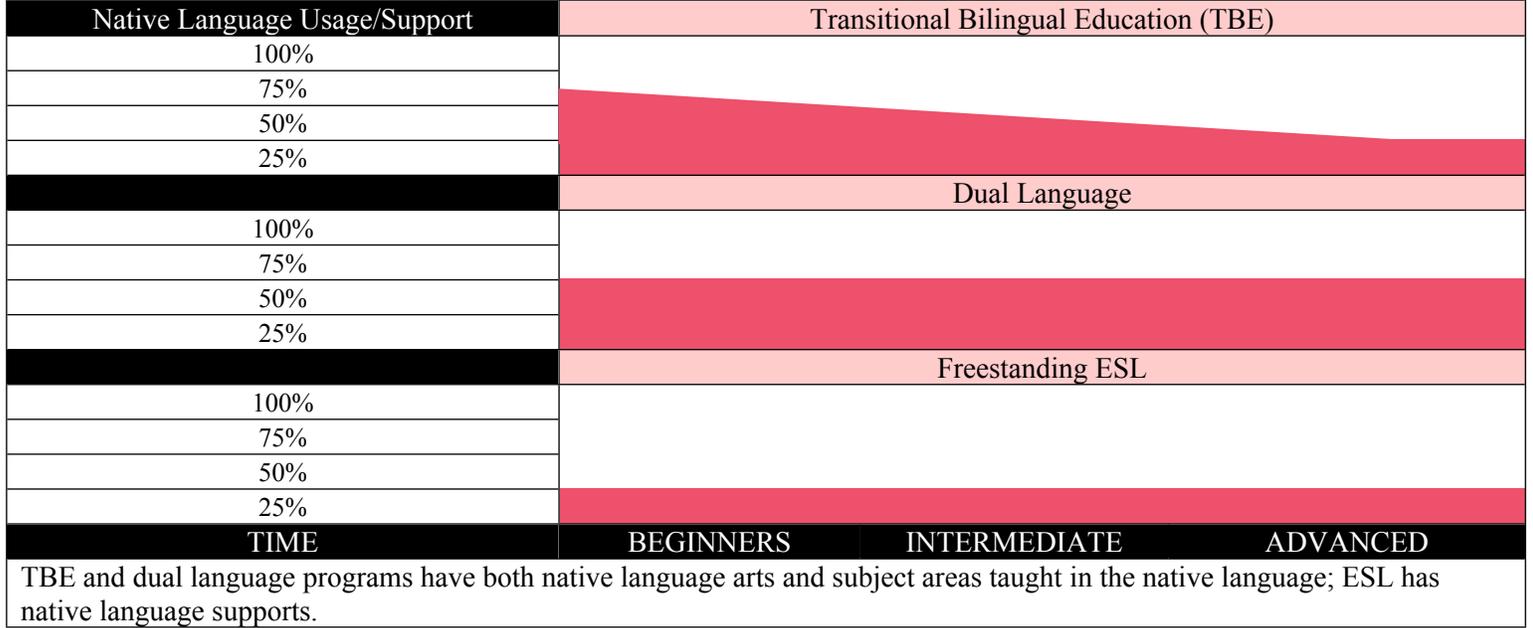
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Paste response to 8. The small size of the school, department and grade team models mean that teachers are in constant communication about student progress. We offer tutoring during the school day three times a week in addition to differentiated ESL instruction in the classroom.

9. NYSESLAT practice is part of the ESL curriculum. Students use texts and materials that follow the mainstream curriculum so they do not miss out on of the content.

10. If budget allowed it would be ideal to hire another ESL teacher and possibly additional LAP services.

11. We are unable to discontinue any of the services we offer.

12. ELL's are fully integrated into all aspects of the school' advisory, enrichment, arts, electives, and AP courses.

13. ELL's use the same materials as mainstream students and are presented with scaffolds.

14. We have bilingual paras, dean, parent coordinator and enrichment coordinator who are all available to assist with native language support.

15. All support services and resources correspond with the ELL's age and grade.

16. Newly enrolled ELL's attend Summer Bridge with all students in the summer. Letters and registration packets are mailed home and our bilingual parent coordinator meets with new parents over the summer to assist with the registration packet completion and uniform purchasing.

17. We offer Spanish and several ELA electives which are open to our ELL's.o questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

3. The ELL training is a professional development day agenda item as well as part of faculty conferences, Chancellors day and through outside opportunities through the network or the DOE. 1-3 here

E. Parental Involvement

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

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

2. We work with community agencies like CAB that often offer workshops on immigration, housing or Special Education issues. These are often offered in the parent's native language and are geared directly to the specific needs of this population.

3. Our PTA president in conjunction with the parent coordinator enlist parent feedback, suggestions and comments on areas in need of improvement or ways that we can create a parent inviting and friendly school environment.

4. Parent involvement activities are based on parent interest and the recurring issues that evolve with our parents. (I.e. housing, resume help, immigration support etc.). We also use the Quality Review survey, and advisory phone calls home to establish programs our parents may be interested in.

estions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		7		1		1		10
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		3	
Integrated Algebra	8		6	
Geometry	0		0	
Algebra 2/Trigonometry	2		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	4		1	
Physics	0		0	
Global History and Geography	6		4	
US History and Government	4		2	
Foreign Language	2		2	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Pa1. We don't use a formal assessment for early literacy because our students are high functioning in general. We do offer a basic phonics class (which uses the Wilson program) for students with emergent literacy. 2 of the 5 students in this class are ELLs who are in the Wilson course in addition to an ESL class. As is often the case in small schools, students are admitted to the class by teacher recommendation, rather than a formal assessment.

2. Our biggest ELL group are long term ELLs who feel comfortable communicating in English but struggle to function academically across the board. The prevalence of this group shows in the data--our students fare far better on the Speaking and Listening tests than they do the Reading and Writing tests.

3. Our ESL classes are designed to help students acquire test-taking strategies that will help them show what they know on the NYSESLAT and other standardized tests. In addition, our classes provide a rigorous exposure to academic language and its uses.

4. a. Our students are given the option to take all tests except the NYS ELA test and the English Regents. While a few students choose to use a copy of the test in their native language as a tool, overwhelmingly, they choose to be assessed in English only. This trend is consistent with our high numbers of long term ELLs who feel very comfortable using English.

b. The ESL teacher uses the ELL Periodic Assessments as a diagnostic and test prep tool.

c. English is the language of instruction at our school.

5. N/A

6. Because ELLs are fully integrated in to our school, their success is measured by the same metrics we use to track success for all students. Because ESL classes are taught as scaffolded ELA classes, the most useful tools to us are the NYS ELA test and the English Regents. ste response to questions 1-6 here

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

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 Academy of Letters	DBN: 07X551
Cluster Leader: Corrine Rello-Anselmi	Network Leader: Jonathan Green
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" 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: 62
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will provide supplemental instruction after school to accelerate and increase achievement in core content areas of ELA and Math. The instruction will be held twice a week (T and Th) for 60 minutes each session for the course of the school year (October -May). Based on assessments the greatest areas of struggles for our ELL's has been ELA . ELA , Math and the ESL teachers will co-teach one day ESL/ELA (T) from 4-5pm and one day ESL/Math(TH). from 4-5pm. ESL services would be in a small group (no more than 10 students) for grades 9-12. Students would be divided into subgroups based on their years in ESL. Students would use Ipad technology and offer handheld translation,grammatical, dictionary and audio book services. Students will use ESLGalaxy, Languageguide.org and English Media Lab websites to work on ELA related skills like pronunciation, and grammar. On Thursdays they will work out of the book ESL through content area instruction: Math, Science and Social Studies with a focus on Math.

Part C: Professional Development

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

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

Begin description here: The ESL teacher attends external professional development such as ELA REgents workshops. Subject specific trainings are also offered to general education teachers such as Preparing ELL's for the Global Studies Regents.

The ESL teacher meets weekly with general education teachers to discuss modifications needed in the general education courses to allow for ELL's to access content strategies such as the SIOP model. All teachers are provided with data 6x a year on pass rates of ELLS in their courses. Based on this data, specific partnerships between ESL and general education staff are made to help ensure that general education teachers are providing accessible content to their ELL's. Schoolwide materials and PD relating to modifying curriculum for ELL's would be a crucial component of supporting the ELL's. This would be in conjunction with other school wide PD's and during the monthly staff meeting time as a break out session. The breakout sessions will be 1 hour in duration.

ESL department chair also meets with each general education grade team once a quarter to discuss individual ELL student issues and city and state mandates about the education of ELL's. The ESL

Part C: Professional Development

department chair also meets monthly with the testing coordinator to ensure that ELL's receive necessary accommodations and translations of assessments such as the REGENTS and 8th grade exams. The schedule would be four times a year at the start of each marking period from Sept. 2012-June 2013. The duration would be one hour in length (3pm-4pm) for MS teachers and (4pm-5pm) for HS teachers. The following topics would be covered: material modification for students grades 6-12, curriculum modifications grades 6-12, the use of technology for ELL students and preparing ELL students (10-12) for the Regents.

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 will be bi-annually occurring October 2012 and February 2013. Each parent activity would be two hours in length, 6pm- 8pm on a Tuesday evening. Our ESL teacher (Sarah Camiscoli) would be the facilitator. The following topics would be covered: What is ESL?, Preparing for the NYSESLAT, how to access proper ESL services and to explain the advantages and disadvantages of ESL. Parents will also be given another opportunity in the parent teacher conferences in the Spring (March 14th-15th, 2013) to hear more about the ESL supplemental programs, curriculum and specific gains their students have made as a result of the supplemental support. Parents will be able to meet with individual teachers in blocks of 30 minutes during the parent teacher conferences. We will offer small gift incentives(calendars, coin purses etc with BAL logo) for parents who attend ELL parent nights.

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	