



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX ACADEMY HS

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

PRINCIPAL: Gary Eisinger

EMAIL: GEISING@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gary Eisinger	*Principal or Designee	
Chiquita Ross Glover	*UFT Chapter Leader or Designee	
Nellie Pappas	*PA/PTA President or Designated Co-President	
Joyce Fowler	DC 37 Representative, if applicable	
Joey Pappas Zoe Poot	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
LeAnn Mercer	CBO Representative- Good Shepherd Services	
	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.

b) key personnel and other resources used to implement these strategies/activities,

Principal, Assistant Principal, Network Achievement Coach and ReDesign/Eskolta Coach through the Transfer School Common Core Institute (TSCCI)

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.

Three times per year, common core aligned projects with completed student work are collected from staff and reviewed collectively during all day staff PD sessions in November, January and June. Teachers are integral in the evaluation and feedback given to each other during these staff Professional Development sessions as well as during the daily PLC meetings. Student progress is monitored throughout the year and discussed once per week in PLC with Guidance and CBO staff to determine the effectiveness of our curriculum and the need for additional interventions when necessary.

d) timeline for implementation.

Daily PLC meetings, Common Core Unit collection, evaluation and discussion during all day PD sessions in November, January and June, TSCCI with ReDesign once per week in PLC, Network Review in January.

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 – SIG, TSCCI and AIDP 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).

The Transfer School Common Core institute is split funded with Title I SWP and Matching Grant funds. Our teachers and counselors are funded with a mix of Tax Levy, Title I SWP and NY State SIG Grants. Our CBO, Good Shepherd Services, is funded through an AIDP grant. The Principal is funded through Tax Levy and insures that these funds are used in accordance with sound pedagogical practice to achieve the above referenced goal.

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

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

The school should use funding strategically to purchase a wide range of trade books, differentiated materials and technology that is aligned to NYS Standards to address the specific needs of students and further engage them in the learning process. ." (JIT, February 2011, P.3)

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.

To acquire computers through purchase and grant so that Bronx Academy can provide a 1 to 1 ratio of computers to students at the start the 2012-2013 school year and implement a fully personalized learning plan for each student in each content area.

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,

Our SBO, Good Shepherd Services, Social Workers meet with students at the beginning of each day and go over daily, weekly and semester based goal setting so as students work individually on their personalized learning plan, they keep focus on their goals and can continually set, revise and accomplish their curricular and academic goals as aligned to NYS and common core standards. Good shepherd will utilize daily planners specifically structured around student goal setting for daily meetings with students.

- b) key personnel and other resources used to implement these strategies/activities,

Good Shepherd Services has two Masters level Social Workers and one intern to work with our students on goal setting, attendance and college planning.

- 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.

Ongoing evaluation of student credit accumulation and student passing percentages on Regents exams evaluate our progress. Once per week during PLC, teachers meet with Good Shepherd Counselors to go over student progress and case conference individual students.

d) timeline for implementation.

Ongoing from opening day when counselors provide instruction on daily planners and short and long term goal. Weekly PLC meetings with guidance and instructional staff.

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 - AIDP 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).

Daily Planners structured around daily and weekly goal setting purchased with Tax levy OTPS funds. Good Shepherd Services funded through AIDP grant.

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

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

Major Recommendation

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

“The School should ensure that objectives for a sequence of work in teachers’ plans are provided to students as next step goals for achievement. And “The Principal and administrators should monitor the implementation of the grading policy across classes and subjects to ensure that awards are applied consistently, for example, in relation to class work and homework.” (JIT, February 2011, P.4)

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.

Each blended classroom will have clearly posted content/skill mastery charts in each content area to track student progress and inform instruction. Every 2-3 weeks data from the charts will be used to generate progress reports delivered to students, families and counselors

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,

Daily Circular 6 PLC meetings will focus on the development of the content/skill mastery charts in each class for each subject area. Progress reports will be generated every 2-3 weeks using Google Docs to inform administration, counselors, students and families of each students progress

- b) key personnel and other resources used to implement these strategies/activities,

Principal and network staff will provide PD on content/skill mastery chart development and maintenance. Science teacher will coordinate google docs so teachers can upload student progress from charts into reports that can be mailed home.

- 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.

Regular classroom walkthroughs to evaluate content/skill mastery charts and how they reflect student progress. Progress Reports being sent home every 2-3 weeks.

d) timeline for implementation

Beginning in early September, content/skill mastery charts aligned to NYS and common core standards will be posted in each classroom for each subject area. Charts will be continually updated in real time throughout the year and be reflected in progress reports mailed home every 2-3 weeks.

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).

OTPS Tax levy funds will be used to purchase materials for charts. Teachers are paid from both Title I SWP and Tax Levy funds to implement the charts. Administration paid from Tax Levy funds will coordinate staff to insure goals are met.

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

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

Major Recommendation

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

The school should, as a matter of urgency, address the problem of student tardiness at period 1 in the day by adjusting the program. (JIT, February 2011, P.5)

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

- 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.

Good Shepherd social workers will work with students on a daily basis on tardiness, attendance and academic goal setting. We will provide students lifesaving CPR and AED courses to build self esteem and students social emotional health

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,

SBO, Good Shepherd Services, Social Workers meet with students at the beginning of each day and go over daily, weekly and semester based goal setting so as students work individually on a personalized learning plan, can keep focus on their goals and can continually set, revise and accomplish their attendance goals. Good shepherd will utilize daily planners specifically structured around student goal setting for daily meetings with student.

- b) key personnel and other resources used to implement these strategies/activities,

Good Shepherd Services has two Masters level Social Workers and one intern to work with our students on tardiness and attendance. New York CPR Services will provide Heartsaver courses to students in AED and CPR

- 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.

Monthly attendance results from the PAR will be reviewed by the principal with social workers to discuss individual student progress and go over intervention strategies. Once per week, attendance meetings will take place with the principal, attendance teacher, family worker, social workers and guidance counselor to review individual student cases and establish a schedule of home visits and planning interviews with families.

d) timeline for implementation.

Ongoing from opening day when counselors provide instruction on daily planners and attendance goal setting to students and when we begin weekly PLC meetings with guidance and school staff. CPR/AED classes for students in December and January.

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 - AIDP Other-describe here: Title I Priority/Focus SWP

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).

Daily Planners structured around daily and weekly goal setting purchased with Tax levy OTPS funds. Good Shepherd Services funded through AIDP grant. New York CPR Services to provide CPR/AED course to students.

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.

As Family and Community Engagement was not addressed in the JIT or SQR, I addressed a low result from an earlier NYCDOE School Survey. According to the 2009 -2010 NYCDOE Parent Survey, only 79 percent of parents were satisfied or very satisfied with “How well the school communicates with me.”

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

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

To send out student progress reports every 2-3 weeks with anecdotal comments from teachers, guidance counselors and school social workers on student progress, goal setting and attendance.

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,

Beginning with student goal setting and developing skill content/skill mastery charts in each class for each subject area, progress reports will be generated and mailed to families every 2-3 weeks. A newsletter that outlines PA/SLT meetings, school events and trips and a Principal's corner will be will be mailed home every month. Host the required Annual Title I Parent Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act. Host financial aid workshop for families. Host college and career fair for families.

- b) staff and other resources used to implement these strategies/activities,

All teachers, Counselors and social workers will be adding anecdotal comments on student performance and goal setting to every progress report. Principal, assistant principal and family worker will generate the monthly school newsletter. After scanning daily attendance, school aide will generate a report of absent/tardy students and program automated caller. Absent and tardy students will receive both a personal phone call from

the **school aide** and/or family worker and an automated call later in the evening.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

Teachers will be meeting once per week with the counseling staff during PLC to case conference students who are having academic/attendance difficulties.

- d) strategies/activities,

Progress Reports, Monthly Newsletter, Daily Attendance Calls from school aide who also programs School Messenger for an automated call each evening.

- e) timeline for implementation.

Ongoing throughout the year, with periodic progress reports, monthly newsletters and daily phone calls.

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 - AIDP Other-describe here: Title I Priority/Focus SWP

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).

Tax levy OTPS funds will support the phone messenger system and postage and supplies for the progress reports and newsletters. Good Shepherd Services will insure funds for Students in Temporary Housing (STH) support the kids in meaningful ways. Title I Priority/Focus SWP funds will support a school aide responsible for calling parents personally of absent/tardy students as well as programming phone messenger to call parents later in the evening and to manage parent mailings of student progress reports, PA Newsletters and other information necessary for families of students at Bronx Academy.

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	Essay Writing, Test taking Strategies, Citing Evidence, Text-dependent Research, Formulating Arguments	Small group and one on one tutoring	Each Wednesday after school from 3:00 – 4:30 pm and Saturday from 9:00 am – 12:00 pm
Mathematics	Algebra and Geometry skill remediation, Regents and RCT test prep	Small group and one on one tutoring	Each Wednesday after school from 3:00 – 4:30 pm and Saturday from 9:00 am – 12:00 pm
Science	Science Lab make-up, Living Environment Regents test prep, class project assistance	Small group and one on one tutoring	Each Wednesday after school from 3:00 – 4:30 pm and Saturday from 9:00 am – 12:00 pm
Social Studies	US History and Global History DBQ and essay writing, USH and Global Regents test prep, class project assistance	Small group and one on one tutoring	Each Wednesday after school from 3:00 – 4:30 pm and Saturday from 9:00 am – 12:00 pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual meetings with students and small group meetings to work on school progress, life issues and resiliency	Small group and one on one counseling,	Tuesday, Wednesday and Thursday's after school

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Our 2011-12 BEDS Survey shows that 100% of our teachers are HQT either by direct licensure or by HOUSSE.

Our Professional Development plan including a PLC that meets every day and involves high quality professional development delivered by the principal, assistant principal of instruction, network Instructional liaison and the DOE's Transfer School Common Core Institute (TSCCI) as provided by the vendors ReDesign and Eskolta.

**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.

Title I Parent Involvement Policy

I. General Expectations

Bronx Academy Senior High agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvements of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meet the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School will Implement Required Parental Involvement Policy Components

1. The Bronx Academy Senior High will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DECEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Inform the parent representative of the meetings at the District Parental Involvement Planning Sessions
 - Work with the parent liaison to share information with the committee from the District and collect feedback
2. Bronx Academy Senior High will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA”
 - Include the parent liaison in the review of the school and improvement
3. Bronx Academy Senior High will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (List activities)
 - Transcript Reading Graduation Requirements
 - Career Exploration and Resume Writing
 - Computer Literacy
 - Homework Helper
 - Attendance Outreach
4. Bronx Academy Senior High will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: N/A
5. Bronx Academy Senior High will take the following actions in conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Evaluation will be conducted through parent survey mailed home and distributed at the PTA, SLT, and Title I meeting. It will be reviewed at the Title I meeting by the members. The findings will be shared at the PTA, SLT, and Title I meeting.
 - Persons responsible for conducting the evaluation include the parent coordinator, Title I parent representative, and the school representative.
 - Role of the parents is to provide input and serve as liaison between the school and the parents, provide feedback and outreach to parents, and participate at the Title I, PTA, and SLT meetings.

6. Bronx Academy Senior High will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - I. The State's academic content standards;
 - II. The State's student academic achievement standards;
 - III. The State and local academic assessments including alternate assessments, the requirements of Part A. how to monitor their child's progress, and how to work with educators:
 - In state and out of state workshops, conferences and/or classes;
 - Any equipment and other materials that may be necessary to ensure success
 - b. Bronx Academy Senior High will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Transcript Reading Graduation Requirements
 - Career Exploration and Resume Writing
 - College Process
 - Computer Literacy
 - Homework Helper
 - Attendance Outreach
 - c. Bronx Academy Senior High will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - Providing teachers with access to individual student class rosters (ARIS and Skedula data base) for complete with biographical student information.
 - Parent will receive training in the use of ARIS and Skedula to monitor student progress.
 - Interim Progress Reports are sent to homes by each student's teacher with update of student progress.
 - Graduating seniors receive information mailed home regarding the status of the graduate.
 - d. Bronx Academy Senior High will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - Information for parent's resource centers will be shared with the parents by our parent coordinator.
 - e. Bronx Academy Senior High will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to

parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Information will be posted on the monthly Parent Newsletter that is posted in the school and mailed.
- Information will be shared at the monthly PTA and SLT meeting.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parents involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

School Parent Compact

Bronx Academy Senior High and the parents of the students participating in activities, services, and programs funded by Title I, Part A of Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions School Responsibilities

Bronx Academy Senior High will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as following

Bronx Academy Senior High is committed to empowering students and their parents to be active participants in their own academic and social success by providing them with a quality education.

We provide a safe and caring environment for students where they can achieve academic excellence through standards based curriculum, with flexible programming, accelerated credit accumulation, and highly qualified staff with experience in differentiating instruction and preparation for life through career exploration. Our school ensures a quality education for all by nurturing student responsibility, accountability and high self-esteem.

- hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Thursday, October 25, 2012 from 5:30 p.m. to 8:00 p.m.
 - Friday, October 26, 2012 from 12:00 p.m. to 2:50 p.m.
 - Thursday, March 14, 2013 from 5:30 p.m. to 8:00 p.m.
 - Friday, March 15, 2013 from 12:00 p.m. to 2:50 p.m.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Students' Progress Report mailed three times per term by the individual teachers
 - Report Cards distributed during open school and PTA meeting. Unclaimed report cards will be distributed to the students and/or mailed
 - Phone calls home will be made daily to report student attendance issues and progress
 - Home visits will be made on an add needed basis
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with the parents as follows:
 - Staff members are available on their prep and by appointment during regular school hours from 8:00 a.m. to 2:50 p.m.
 - Staff members can also be reached by phone by calling the school and requesting to speak to the staff member
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- Parents are encouraged to participate in school activities, awards, trips
 - Parents are encouraged to volunteer to assist with parent coordinator duties during the school day
 - Classroom visits are encouraged throughout the year
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
 - Involve parents in the joint development of any School wide Program plan, in an organized, ongoing, and timely way.
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A. programs (participating students), and will encourage them to attend.
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in language that parents can understand.
 - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - Provide to each parent an individual student report about the performance of their child on the State Assessment in at least math, language arts and reading.
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB).

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - taking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch; make recommendations of how much T.V. is allowable

- Volunteering in my child’s classroom;
- Participating, as appropriate, in decision relating to my children’s education;
- Participating in school activities on a regular basis;
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding within an appropriate time frame.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Reading together with my child everyday when necessary.
- Providing my child with a library card.
- Understanding and accepting:
 - communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;
 - helping my child accept consequences for negative behavior;
 - being aware of and following the rules and regulations of the school and district;
 - supporting the school’s discipline policy;
 - express high expectation and offer praise and encouragement for achievement.

Optional Additional Provisions

Students Responsibilities (revise as appropriate to grade level)

We, as students will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework everyday
- Ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Support school tone and obey school policies such as electronics
- Attend school and all classes ever day
- Be punctual
- Obtain a library card

NAME	SIGNATURE	DATE
Bronx Academy H.S. Principal Gary Eisinger		
Parent(s) – Print Name Nellie pappas		
Student (if applicable) Print Name Joey Pappas		

(NOTE: Signatures are not required. The NNCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged).

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

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

Principal Mr. Gary Eisinger	Assistant Principal Mr. Ronald Link
Coach N/A	Coach N/A
ESL Teacher Mr. Jose Soto, ESL	Guidance Counselor Ms. Linda Vinecour
Teacher/Subject Area Linda Butkowski	Parent Carmen Garcia
Teacher/Subject Area Rafael Borges, Bilingual Math	Parent Coordinator Marileysi Garcia
Related Service Provider N/A	Other type here
Network Leader Steven Chernigoff	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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											10	2	10	22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	10	2	10	22									

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

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

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

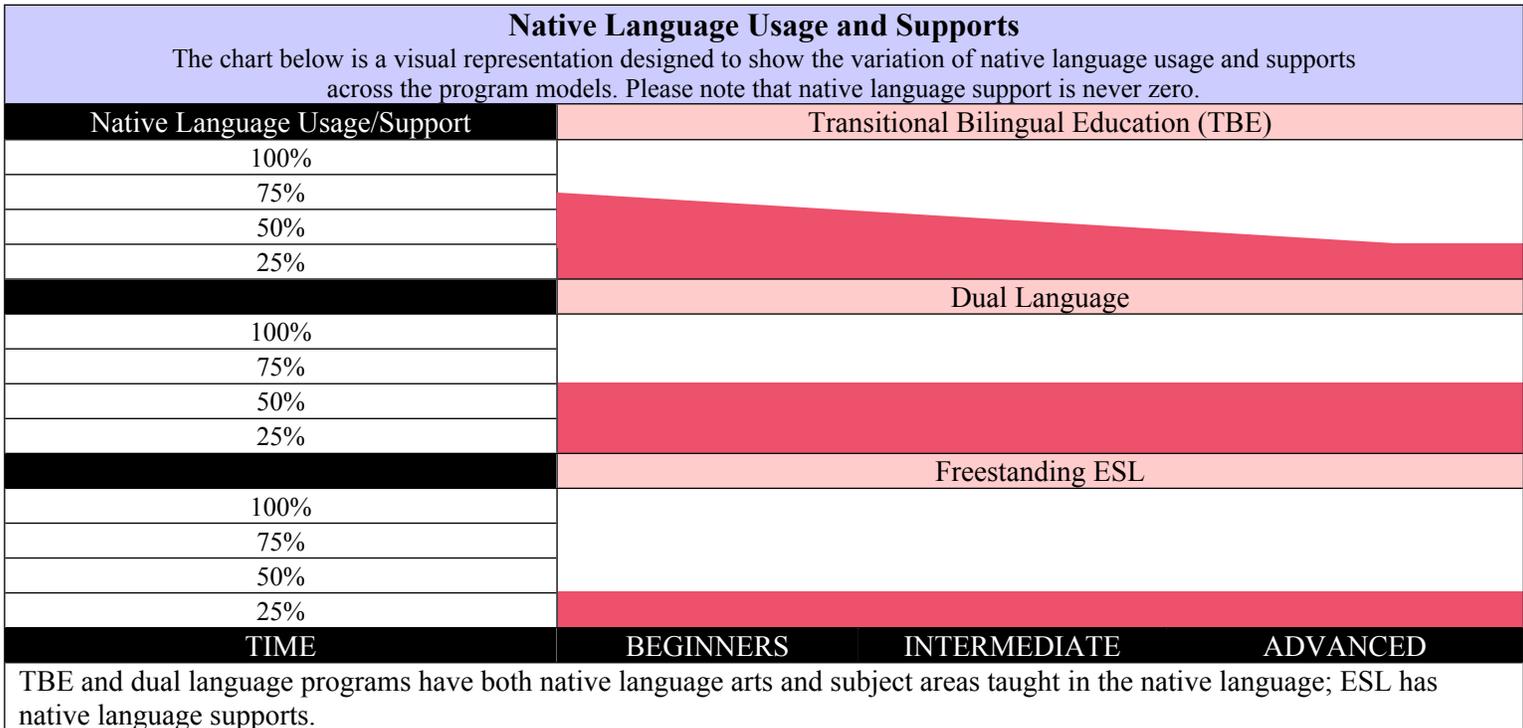
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1
Intermediate(I)											4		7	11
Advanced (A)											5	1	3	9
Total	0	0	0	0	0	0	0	0	0	0	10	1	10	21

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

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

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

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

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

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

The data patterns revealed across proficiency levels by LAB-R and NYEESLAT results are: (1) listening, reading and writing are modalities that require attention. (2) Speaking is better than the other areas irrespective of proficiency level. Accordingly, our ESL teacher spends more time and effort on listening, reading and writing. Test results taken in English are lower than those taken in Spanish. As a result, our ESL and Native Language teacher meet to discuss test taking strategies based on an analysis of typical errors irrespective of grade or proficiency level. Additionally, we have been analyzing the results of the Periodic Assessment tools. Based on the ELL results we are creating Saturday tutoring for students who have yet to score 75 or higher in any regents. We also provide them with assistance in completing classwork and homework. To assist students in second language aquisition, we have implemented a solid native language art class to develop their mother tongue skills. We evaluate the success of our programs for ELLs as evidenced by skill acquisition that manifests in credit accumulation, Regents success, and graduation. Moving up in proficiency level is also an indicator of ELL program effectiveness.

Additional Information

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

Part VI: LAP Assurances

School Name: Bronx Academy High School

School DBN: 560

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Gary Eisinger	Principal		11/22/11
Mr. Ronald Link	Assistant Principal		11/22/11

School Name: Bronx Academy High School**School DBN: 560****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		1/1/01
Mr. Jose Soto	ESL Teacher		11/22/11
Carmen Garcia	Parent		1/1/01
Raphael Borges	Teacher/Subject Area		1/1/01
Linda Butkowski	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Linda Vinecour	Guidance Counselor		11/22/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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