



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX COLLEGIATE ACADEMY
DBN (i.e. 01M001): 09x227
Principal: DARRYL WHITE
Principal Email: DWHITE17@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: MICHAEL ALCOFF

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Darryl White	*Principal or Designee	
Ryan Litwin	*UFT Chapter Leader or Designee	
Pamela Huff	*PA/PTA President or Designated Co-President	
Stephanie Caceres	DC 37 Representative, if applicable	
Jhonny Alfonesca Shadae Camacho	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joanna Guido	CBO Representative, if applicable	
Sousanna Vartanova	Member/ Guidance counselor	
Rafael Maisonet	Member/ Teacher	
Ramona Fernandez	Member/ Parent	
Ana Bernandez	Member/ Parent	
Kim Gettys	Member/ Parent	
Elena Heredia	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 09X227

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	356	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	15	# SETSS	3	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	13	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.9%	% Attendance Rate			79.7%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	33.1%	% Students with Disabilities			23.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			26.6%
% Hispanic or Latino	71.8%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.64	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.1%	% Teaching Out of Certification			22.0%
% Teaching with Fewer Than 3 Years of Experience	6.3%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	60.8%	Mathematics Performance at levels 3 & 4			49.2%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			56.5%
6 Year Graduation Rate	53.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Last year's SCEP was truly aligned to the work that was happening in the school. It provided a structure to monitor the work we had already identified as crucial to the success of our students.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We can continue to strengthen the goals and deepen them as we get better at our work. As a school, we lacked some instructional constancy. This year's goals deepen the work of last year's goals by aiming to create much greater consistency across BCA classrooms. In the prior years we focused on strengthening the individual practice of teachers and did not adequately define consistent school-wide expectations. This claim is based on data from our DQR and classroom observations. This year we have shifted our support to creating greater consistency in pedagogical practices. Furthermore, we have shifted the focus from the very broad planning of units to the better planning of daily lessons. We feel that the clarity of daily lesson purpose and expectations for greater student performance have helped students understand what they must accomplish on a daily basis in order to earn credit. Moreover, consistency supports students by helping them know what is expected of them in every class, across discipline and across grade level. Finally, consistent checks for understanding throughout our lessons will maximize our goal of having students' successfully complete tasks on a daily basis, which will lead to mastery of content at the end of the unit.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The development of last year's SCEP felt like a never-ending process. We didn't start it until mid-year and we were getting feedback nearly until the end of the year. We just needed time to work on achieving the goals instead of tweaking the document.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We met all the goals outlined in the SCEP.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Since we are continuing to deepen and strengthen already existing work, the challenge is to continue to make steady progress.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Increase # of ELLs earning Advanced status on the NYSESLAT exam Increase # of ELLS passing the ELA regents Increase the number of SWD who earn regents diplomas DO all of the above by:			
<ul style="list-style-type: none"> • Principal, assistant principal and instructional coaches will visit each teacher's classroom at least six times over the course of the year and provide teachers with formative written or verbal feedback aligned to our three major school selected competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d). • Teachers will work in collaborative communities to further strengthen and align units of study to the CCLS and promote deep levels of student to student discussion, reading and evidenced based writing. • Teachers will incorporate at least two checks for understanding into their daily lessons. • To further decrease the number of level four and five incidents reported in OORS by 5% through supporting, sustaining and promoting social and emotional development. • Collaborate with all stakeholders to increase the average daily attendance rate from 81.5% to 83%. As reported in ATS. 			
Describe how the school leader(s) will communicate with school staff and the community.			
Weekly team leader meetings, weekly e-mail correspondence, phone calls to families, parent meetings and workshops, SLT,			

Describe your theory of action at the core of your school's SCEP.

Building on our successes to address areas in need

Describe the strategy for executing your theory of action in your school's SCEP.

We will continue to strengthen work started last year as we build off places of success to further address areas in need.

- Consistent observations (minimal goal of one administrator visit each month) with clear, actionable feedback according to the Danielson Framework, particularly the components in focus this year.
- Consistent feedback about BCA Best Practices, and whether teachers are demonstrating common strong instructional strategies across grade levels and across disciplines. Essentially, we have stated that we know what strong instruction looks like. Are we exhibiting those elements in each class each day?
- Department Teams and Grade Teams sharing of best practices, looking at student work, conversations about grading policies, teaching vocabulary deficiencies, use of rubrics, etc. Looking at Student Work!
- Creative Classroom Solutions further emphasizing lesson goals and school-wide instructional expectations through post-observation feedback. Further, planning lessons and units with teachers.
- Network Instructional coaches working with staff to on a regularly scheduled basis. Particular emphasis on argumentative writing, best practices for annotation, and maximization of daily instructional time.
- Creation of Common Core-aligned lessons as Department Teams, then post-lesson feedback Inter-visitations

Offering Advanced Placement courses, CUNY at Home, and higher-level courses (such as Chemistry and Algebra II/Trig) to raise expectations across the board and provide students with academic opportunities and challenges that they've not had available to them to this point at BCA

List the key elements and other unique characteristics of your school's SCEP.

No major new work—keeping focused on the same work we have steadily been making improvement in.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have two school leaders along with an established group of experienced teacher team leaders who all have experience in their roles as teacher leaders.

Regular meetings to develop and build capacity include:

Regularly scheduled events

- Weekly Meetings with Department Leaders (Tuesday afternoons)
- Weekly Meetings with Grade Team Leaders (Friday mornings)
- Weekly Meetings with Support Staff teams: SBST teams, Attendance committee,
- Bi Weekly Meetings with dean's staff and office staff.
- Discussions with assistant principal Lieberman
- Discussions with college counselor Rukiya Shannon

Additionally, we initiated a multi-tiered professional development series that includes the following:

- A monthly full staff three hour professional development session where we focus on strategies for improving instruction and student outcomes. (Students have a half-day every first Tuesday of the month.)
- A weekly peer observation cycle in which teachers follow a protocol that Tuesday, -looks at a lesson plan, Wednesday, -conducts observation, Thursday, provides feedback.
- Network instructional coaching team facilitated content specific P.D. strands: Pablo Schelino, ESL; John Schafer, Math; Jeremy Kaplan, Social Studies; Claudia Engel, English; Luis Rodriguez, Special Education; Elyse Doti, Achievement Coach.
- Department Meetings – Members co-plan, review student work, and share best practices.
- We crafted our instructional focus: Students learn best by doing. They must be active participants in their learning. Active participants read, write, speak, listen and critically think in every lesson. Lessons at BCA are crafted using this focus as well as the Danielson framework.
- We developed a whole staff list of Best Practices for Annotation in order to develop stronger readers and writers.
- We developed a whole staff list of Best Practices for Questioning & Discussion to further support growth on Domain 3B of the Danielson Framework.
- During P.D. the staff watched videos together, discussed practice, calibrated ratings according to the Danielson rubric.
- Instructional expectations delineated by school administrators and enforced in observations.
- Conducted regular classroom visits with both oral and written feedback.
- Working with consultants such as curriculum/instructional specialists, Patricia Pinkerton (Teacher's College) and Evelyn Centano.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Support the continued development of teacher pedagogy from a coherent set of beliefs informed by the Danielson Framework to meet the needs of all learners such that they are able to produce meaningful work products.”

Review Type:	DQR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #1

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

School leaders will visit each teacher’s classroom a minimum of 6 times over the course of the year and provide formative written or verbal feedback aligned to the Danielson Teaching Framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ **Strategies/activities that encompass the needs of identified subgroups**

1. Activity- Administrators will conduct an individual meeting with each of the teachers on a bi-weekly basis to discuss the teacher’s practice, including ideas and supports around how they are planning lessons to meet the needs of all learners. The meeting will focus on observation data incurred during classroom visits. The conversation will focus on the components of the Danielson framework. Student work artifacts and unit plan alignment will be incorporated in every conversation. Our AP, has a background in special education and will be a resource for teachers as they think particularly about the needs of SWD in their classrooms. Feedback will focus on PURPOSE of lesson structure, activities and assessment tools.
2. Activity- Administrators will conduct regular classroom visits particularly to the most need teachers, in order to provide formative feedback to teachers aligned to the Danielson Framework.

▪ **Key personnel and other resources used to implement each strategy/activity**

1. Principal, AP, Team Leaders, Danielson Framework, Network SpEd and ELL Liaisons, professional library books
2. Principal, AP, Network support coaches

▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By October 2013 all teachers will have completed goals and a self-assessment using key components of the Danielson Framework.
2. Principal and AP will meet weekly to discuss the visits they conducted and to examine artifacts in order to identify where progress is being made by individual teachers. By mid-year principal and AP will identify any teacher that is at risk of being rated ineffective or demonstrating low developing qualities.

▪ **Timeline for implementation and completion including start and end dates**

1. Summer /Fall 2013- Teachers will attend PD to better understand Danielson Framework
- Fall 2013- Teachers set professional goals aligned to Danielson
- Fall 2013- School points attend Network PD and work with Network staff to understand resources available to support SWD and ELLs.
- November-March –Teachers are given the opportunity to visit colleagues classrooms and identify places in their own practice for growth
- February 2014- Teachers have a mid-year review with administration to reflect on progress in Danielson components as well as progress in meeting the needs of all students.
- June 2014- Teachers have an end of year review with administration to reflect on progress in Danielson components as well as progress in meeting the needs of all students.
2. September 2013 principal and AP will collaboratively visit classrooms to norm understanding and feedback using the Danielson Framework; By November administrators/coaches will have completed at least 1 cycle of observation for each teacher, providing oral or written feedback aligned to the teachers goals and with special attention to ensuring that teachers feel comfortable coming to them for instructional support regarding modifications and special populations. By March all teachers will have received at least 4 classroom visits with feedback and will have demonstrated growth in each of their targeted growth areas.

- Describe programmatic details and resources that will be used to support each instructional strategy/activity
 - CCLS posters for all classrooms (15 rooms), 25 copies of Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson
 - Principal and AP will allocate time to meet and discuss progress of teachers as well as time for classroom visits

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders		

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Develop engaging, rigorous and coherent curricula for a variety of learners which align to the Common Core Learning standards."

Review Type:	DQR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

95% of teachers will work in collaborative communities to further strengthen and align units of study to the CCLS and promote deep levels of student to student discussion, reading and evidence based writing

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- All content teachers will participate in lesson studies via department team, observing each other's lessons and providing critical and guided feedback aligned to the schools instructional values.
- The staff will collaborate to generate a list of best practice discussion strategies to implement across content areas and grades.

B. Key personnel and other resources used to implement each strategy/activity

- Content teachers, department leaders, school leaders, Network support staff, CCLS, Tuning Protocol, time, coverages
- Teachers, team leaders, AP, principal, students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- In December teacher team leaders will meet with school leaders to discuss the impact of the peer visitations and lesson study work. Adjustments to the process will be made as needed. School leaders will share trends noticed from classroom observations. In March school leaders will again meet with team leaders to assess the practice and the impact. Findings will be shared with the entire school community.
- By December the majority of classrooms will demonstrate the use of discussion strategies. By March the majority of classroom will demonstrate highly effective use of discussion strategies that lead to stronger writing work products. By June all content teachers will be able to show growth in student writing products as a result of the use of discussion strategies.

D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. By November all teachers will have presented a lesson to department colleagues in the lesson study format. By February all teachers will have presented to grade teams for lesson study. By June all teachers will have presented lessons at least 5 times to grade teams and/or department teams 2. September/October 2013- Department teams and grade teams will meet to identify appropriate school wide discussion strategies; November/December 2013- Teachers will all experiment by implementing the strategies; Jan/Feb 2014 teacher will receive feedback from peers and school leadership on the implementation of discussion strategies; March/April all teachers will be effectively utilizing discussion strategies to improve student writing.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. 40 Prep period coverages for lesson study/peer visitations, 20 teachers x 1 full planning day in house PD session in Department Teams, 2 teachers X 5 full day Network PD workshops, Updated classroom libraries to add more non-fiction text to support CC aligned lessons (4 classrooms X\$200 per library), 50 Interactive Reader workbooks to support targeted SWD in Common Core aligned Reading classes, Transportation for 28 teachers attend a full day lesson planning retreat 2. Teacher team meetings 2x week including Full Staff PD 1x week

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams			PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs					PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).
 "Enhance assessment practices such that on-going assessment and grading practices align to the CCLS and inform adjustments to instructional decisions at the team and classrooms level."

Review Type: DQR	Year: 2013	Page Number: 5	HEDI Rating: E
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 90% of teachers incorporate at least 2 checks for understanding into their daily lesson.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy- All teachers will participate in school wide professional development to better understand assessment strategies including how to utilize checks for understanding throughout the lesson.

1. Activity- All teachers will use interim assessment data to inform lesson planning practices.
2. Activity- All teachers will use Datacation to track the progress of students throughout the marking period

B. Key personnel and other resources used to implement each strategy/activity

1. Data specialist, teacher team leaders, teachers, interim assessments
2. Data specialist, Datacation, teachers, students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Weekly classroom observations should demonstrate the consistent use of checks for understanding throughout the school
2. Teachers are required to post daily learning targets and tasks in Datacation daily, assignments are to be posted and graded weekly
D. Timeline for implementation and completion including start and end dates
1. PD will build on foundational work started in Sept 2012. Monthly PD on checks for understanding will continue through June 2014
2. Starting in October 2013 teachers were expected to post daily learning targets and assignment in Datacation. Progress Reports are printed approximately 6 times throughout the year ending in June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Weekly PD sessions built into teachers schedules through department and grade team meetings- no specific cost associated with this activity
2. Datacation PD

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
"85% of students say that at my school students get into fights, some, more or all of the time"			
Review Type:	School Survey	Year:	2013
Page Number:	11	HEDI Rating:	n/a

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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		5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
To further decrease the number of level four and level five incidents reported in OORS by 5% by supporting, sustaining and promoting social and emotional development..

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy-In addition to Advisory, after school activities continue to be a key component in our school structure, providing a safe space for students to connect to an adult and talk about issues that may be interfering with their academic success and receive support. Additionally our counselors provide support and resources for students and families in need.

- 1.Activity-The school provides tutoring, homework support and various extra-curricular activities for students to keep them connected to the school and feeling safe and supported.
- 2.Activity-.The school uses the Respect for All Curriculum which is built into the advisory program and is the focus of monthly meetings in the auditorium.
3. Activity-The Deans office is the central spot where infractions are recorded and students are taken to mediate issues. Good Sheppard and our guidance team provide additional support through social workers that are available to meet with at risk students and families after school.

B. Key personnel and other resources used to implement each strategy/activity
1. Teachers 2. Teachers, Respect for all curriculum, advisory 3. Deans, Good Sheppard , Crisis Intervention Team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By mid year internal school constructed student survey results will show that students feel safe inside the school. 2. By mid-year Oors data will show a 5% decline in incidents from the same period of time the previous year. 3. By Mid-year the number of successful mediations recorded in the deans office will have increased from the previous year.
D. Timeline for implementation and completion including start and end dates
1. Starting in October 2013, 6 clubs will be offered weekly for after school student participation as well as tutoring and homework support until June 2014. 2. From September 2013- June 2014 students will participate in weekly Advisory meetings with selected advisors. 3. From October through June 2014, the guidance counselors and social workers will hold after school hours 2x a week.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session funding to support 8 different after school tutoring and enrichment opportunities for 2 hours each week. 2. The school has already purchased Respect for All Curriculum- no additional costs 3. 25 hours of at risk student and family counseling after school and on Saturdays.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
81.2% attendance									
Review Type:	Progress Report	Year:	2012-13	Page Number:	4	HEDI Rating:	n/a		

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.									
	6.2 Welcoming environment				6.3 Reciprocal communication				
X	6.4 Partnerships and responsibilities				6.5 Use of data and families				

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
School will collaborate with families and other stakeholders to increase attendance from 81.5% to 82%									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
Strategy- Continue to strengthen and build on existing systems that serve to identify and monitor students with inconsistent attendance.									
1. Activity-Incentive Programs: Students that demonstrate positive attendance trends will earn rewards.									

2. Activity- We will conduct weekly Attendance Team meetings that include the principal, attendance teacher, daily attendance coordinator, and staff from Good Shepherd Services. Meetings will focus on weekly RCUA reports that give data on students who have been absent in the past five days. Phone calls, home visits, and counseling sessions will be the primary interventions.
3. We will continue the use of 'Global Connect Automated Message System' to communicate with parents.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, parent coordinator, students, movie tickets
2. Attendance Team members, RCUA reports, ilogs, Good Shepherd
3. Global Connect Automated Message system, parent coordinator, parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. More students will qualify for reward trips than the previous year.
2. By mid-year overall school attendance will have increased by at least .5 points.
3. By mid-year the number of 407s and LTA's will have decreased from the same point in the previous year.

D. Timeline for implementation and completion including start and end dates

1. Starting in November 2013-June 2014 there will be monthly reward trips for students that demonstrate improvements in their behavior in school
2. Starting in September 2013-June 2014 there will be weekly attendance team meetings including folks from Good Shepherd.
3. Starting the first day of school and ending on the last day of school in June 2014, there will be daily automated calls home to families of students that are absent and late to school.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 280 movie vouchers will be purchased as rewards and incentives for attendance
2. No additional costs
3. No additional costs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs			PF RTI	PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

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

**Title I Information Page (TIP)
For School Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> Partnership with Network Team HR to support recruiting teachers Rigorous Interview process Hiring Committee comprised of Principal and staff in consultation with the Network Targeted Professional Development by staff and Network team In-house mentoring program where senior teachers mentor new teachers Weekly meetings between principal and/or AP and new teachers Beginning, Middle and End-of-the-Year Conferences held by principal and/or AP with all teachers Travel opportunities for teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Weekly PD for teachers in Grade Teams and Department Teams that includes lesson study, lesson feedback, looking at students work and alignment of units and lessons to the CCLS. • Monthly full staff PD focusing on the schools instructional focus • Bi-monthly content specific Network PD that allows teachers to connect with and learn from colleagues across the Network • Opportunities to attend National trainings and conferences upon request • O- going support for the use of Datacation to track student progress

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding set aside for Students in Temporary Housing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
BCA values distributive leadership. As such, the school leaders regularly meet with teacher team leaders (grade team and department) to discuss assessment strategies as well as most school wide policy decisions. Team leaders in turn consult with their teams and bring back ideas and concerns to the school leaders. Before any decisions are made, the staff comes together as a whole group to hear the proposal (based on their input) and to provide additional feedback.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 9	Borough Bronx	School Number 227
School Name Bronx Collegiate Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Darryl White	Assistant Principal Nikki Lieberman
Coach Glyse Doty	Coach Jeremy Kaplan
ESL Teacher Maria Rivas	Guidance Counselor Y. Guzman; A.Maisonette
Teacher/Subject Area Corrille Fletcher/ESL	Parent type here
Teacher/Subject Area Gicel Adon/ESL	Parent Coordinator Stephanie Caceres
Related Service Provider Joan Taylor	Other Paul Scofield/ESL
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	364	Total number of ELLs	107	ELLs as share of total student population (%)	29.40%
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Part II: 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 type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										2	2	3	3	10
SELECT ONE												3	3	6
Total	0	0	0	0	0	0	0	0	0	2	2	6	6	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	25
SIFE	17	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	43

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	32	17	0	33		5	42		20	107
Total	32	17	0	33	0	5	42	0	20	107

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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										29	23	24	26	102
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian										1	1			2
French										1	1		4	6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	34	25	24	30	113								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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
Intermediate(I)														0
Advanced (A)														0
Total	0													

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													
	P													
READING/ WRITING	B													
	I													15
	A													5
	P													10

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 (SWD)					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 (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	33		3	
Integrated Algebra				
Geometry	5		2	
Algebra 2/Trigonometry	45		22	
Math				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	25		6	
Physics				
Global History and Geography	28		8	
US History and Government	23		6	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - ESL teachers use various reading and writing assessments to evaluate student's proficiency in English for both incoming and

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. On the overall NYSESLAT scores the majority of our ESL students are in the intermediate proficiency level across the grades. We had 10 new admits who took the LAB-R. Four, 9th graders and two 10th graders scored as Beginners. 3 9th graders scored advance and 2 seniors scored proficient. The LAB-R data reveals that the majority of our students are either Intermediate or Beginner level across the board.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
4. For each program, answer the following:
 - a. 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?
 - 4a. In general, most students prefer to take Regents exams in English, as that is the language of instruction for all Freestanding ESL classes. However, when students have access Bilingual reading texts or tutoring, some prefer to look at the exams in both languages and respond in Spanish. Lower proficiency level ELLs who use this native language support often perform better than other ELLs at a similar proficiency level who take the exam in English only. For this year students who are part of the tutoring, and reading program will be monitored in order to assess their skills. Across board students are performing better in Math Regents exams and from the data most are not performing well in the content areas such as science and history. As for the English Regents the passing rate was low, with all this information- the ESL team has established classes with a focus of intensive reading and writing skills. The next step will be to include more content area knowledge in the ESL classes in order to better prepare the students for these exams. This will require a more interdisciplinary approach to teaching which will be a focus of our ESL team.
 - 4b. For this year we will continue to use the Periodic Assessment in order to assist with lesson planning and preparation for the state exams. We are currently looking for an assessment, which will be more affective in assessing students' English proficiency levels. At BCA periodic assessments have proved to be valuable when addressing our instructional goals. In addition, leadership has designated an Inquiry team which is focused on ELLs progress, and the ESL Department will develop an instructional plan which includes strategies to better assist all the departments in developing ELLs' skills. ESL teachers are also working with various departments with lesson developing and ESL strategies to help students. In addition ESL teachers are also scaffolding strategies to integrate content area skills which will assists students in preparing for exams and college.
 - c. When available students are assisted in their Native Language. Glossaries, dictionaries and translations are also provided in classrooms.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
 5. NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
 6. To ensure that a child's second language development is considered in instructional decisions the ESL department communicates the language needs with all teachers. At BCA teachers differentiate lessons to reach all students needs. Teachers are also provided with various language resources from translated material, to glossaries and dictionaries.

7. 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?

NA
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. Evaluation of our ELL program is ongoing. The evaluation includes looking at students' academic growth in the classroom and reviewing reading/writing levels periodically to assess their skills. During the school year surveys assessing students' skills will also be part of evaluating the ELL program in order to better serve both students and teachers.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

The Spanish LAB will be administered to all new students who are native Spanish speakers within the first 10 days of school. The test will be administered by Maria Rivas, a certified ESL teacher with a Masters in TESOL and Vanessa Slipczuk, a certified Spanish teacher with a Masters in Spanish. Newly admitted students who transfer from other NYC public schools already have HLIS and LAB-R data on file. For these students, Ms. Vartanova, the Program Co-ordinator, with a valid NYS teaching license who checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration. Ms. Vartanova has an MA in Engineering and Computer Science from the former Soviet Union and a Masters Degree in School Counseling.
2. 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.

At the beginning of the year, an ESL orientation was held to inform parents of their rights and program choices. ESL teachers organized and ran the parent orientation. The principal, assistant principal, the dean and one of the guidance counselors also attended. Parents viewed the ESL orientation video explaining the three program choices (Transitional Bilingual, Dual Language and Free Standing ESL). Parents were provided with the parent survey and program selection form in their native language(based on the native language identified in the HLIS). Afterwards, parents completed their program selection form and survey. Entitlement, continued entitlement and placement letters in the home language were mailed home after the orientation.

For parents who were unable to attend the ESL presentation, a make-up session will be held during the fall Parent-Teacher tConferences. The video and program choices will be presented in the parents' native languages. A certified ESL teacher will

facilitate the meeting. After the video, parents will fill out the program selection form and the parent survey. Entitlement, continued entitlement and placement letters will be mailed to the parents within 10 school days.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Parents who were not able to attend an orientation session will receive the parent surveys and program selection forms in the mail. Parents are asked to send their responses to school with their students. As teachers receive the program selection forms, they are placed in files according to the program selected. A record is kept of each form received. Copies of the forms are also placed in the student files. Follow-up calls are made for parents who have not yet submitted their program selection forms and parent survey.

Ms. Rivas, Ms. Adon and Ms. Fletcher are responsible for the distribution of all entitlement letters. An excel sheet is used to maintain records of all letters sent to parents. As stated above, program selection forms are filed according to parent choice and another file is maintained for parent surveys in the main office. Forms are filed as they are received - from orientation sessions or students bringing them to their ESL teachers.

4. 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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all ELL's receive the NYSESLAT annually, we cross reference the BCA student names on the BESIS report and the RLER. Ms. Rivas, Ms. Adon and Ms. Fletcher, certified teachers with Masters in TESOL, administer the test.

Prior to the test dates, the three teachers review the list of students and the test materials and the administrator instructions. Each teacher is responsible for administering the speaking part of the test with her own students. A schedule is created and classes are combined for administering the listening, reading and writing sections of the test. Each teacher keeps track of her students who miss sections of the test and need to take make-ups which are administered at the end of the testing. An Excel sheet is updated daily with names of students and the sections of the test that they have taken.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1a. At Bronx Collegiate Academy, we use a combination of Departmentalized and Push-in(Co-Teaching models) to support our English Language Learners. Beginner and Intermediate ELL's in the 9th and 10th grades receive exclusive daily ESL instruction twice a day. 9th and 10th grade ELLs receive Push-in services with an ESL teacher in Environmental Science and Earth Science as well as bilingual teacher support in Global History. There are also several small Bilingual Global History classes.
 - 1b. All programs are scheduled as a combination of Heterogeneous and Homogenous grouping. In general, Homogeneous groupings for ESL classes and classes with support and Heterogeneous for Push-In content area.
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)?
 2. Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.
 - 2a. All Beginning level students receive a minimum of 540 minutes of ESL instruction per week. Most Intermediate students at BCA receive at least 450 minutes of ESL instruction per week. Most 11th and 12th grade Intermediates are scheduled for an ESL/Regents Prep course. Advanced ELL students are programmed into ESL classes for at least 180 minutes per week. ELL students who speak Spanish receive native language support through Spanish language classes for 225 hours a week and student whose native language is French receive support through tutoring with a French native speaker.
3. 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 foster language development and meet the demands of the Common Core Learning Standards.
 3. All content area classes for ELL's at Bronx Collegiate Academy are taught in English. All 9th and 10th grade ELLs have bilingual support in Global History. Teachers use the Common Core Standards to align and guide curriculum and teaching. Content area strategies for the ELL's include graphic organizers, building background knowledge, content area literacy strategies, identification of cognates, scaffolded writing exercises, and other methods to support literacy. Materials include textbooks, visuals and graphic organizers and technology such as the Smartboard, Internet, and ELMO. ESL teachers provide content area support in several ways. When co-teaching a class, the ESL teacher will plan or review lessons to ensure that the language is comprehensible for the ELL's. The language of a lesson can be simplified but not the content. The ESL teacher will offer strategies that are helpful to ELL's, as well as assessment ideas. The ESL teacher will also focus on delivering content area vocabulary in an understandable way. The ESL teacher works with students in small groups or individually.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. All new Spanish speaking ELL's are evaluated using the Spanish Lab. It will be administered by the certified Spanish teacher, Ms. Slipczuk who has a Masters in Spanish and Ms. Rivas, previously mentioned (See 1a). Also, Achieve 3000 is used to assess the reading levels of students in Spanish. The level set in Achieve 3000 is administered three times a year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition we administer Interim Assessments four times a year. The data gained from these assessments is used for the creation and revision of unit and lesson plans and to ensure that students are growing appropriately in each of the modalities. To further assess students' reading and writing level also administer the level set offered by Achieve 3000 which is administered three times a year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

6a. When necessary, SIFE students are offered multi-grade programs to make up any skills or credits missed through interrupted formal education. Content area teachers support SIFE students with a variety of ESL strategies. Smartboards, ELMO overhead projectors and computers are used in the classroom. After school support is available in all content areas. Scaffolding and differentiation are utilized in the classroom.

6b. When space allows, newcomer ELL's are placed into Transitional Bilingual Education while maintaining content area in the native language. Newcomer ELL's are grouped Homogenously at first to allow for both intensive targeted instruction and to allow time for students to adjust to the new school setting. When available, special summer school classes are offered for newcomer ELL's to help support ESL instruction before the school year begins. After the 9th grade, summer school programs facilitate language and skills review as students' progress to the upper grades. Regarding testing, Newcomer ELL's are introduced to standardized testing procedures within the first year through the LAB-R and NYSESLAT preparatory exercises. Because Newcomer ELL's may never have been exposed to standardized testing, teachers in these classes take extra care to explain and practice testing procedures. In the classrooms, teachers differentiate using projects, group work and pair work. Activities are scaffolded. For reading, content is differentiated according to the students' individual level and classrooms have new leveled libraries. ESL strategies, such as visuals, graphic organizers and scaffolding are used by all teachers. The Achieve3000 reading program, an independent reading program on the Internet, is used twice a week. After school support is available in all content areas.

6c. Students who have received 4-6 years of ESL instruction have generally achieved proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing) but need targeted instruction to achieve full proficiency. Teachers review these students Interim Assessments and NYSESLAT scores to identify specific areas of need, and program and plan instruction to accommodate the students' continued progress. The BCA literacy program provides for a period of reading and a period of writing each day. We also use the reading and writing program, Achieve 3000. It is an independent reading program accessed on the Internet that students use in class 2-3 days a week. We offer a Regents Prep class to 11th and 12th ELL's and the writing focus will be on essay formats similar to those on the ELA Regents exam.

6d. Teachers continue to assess specific language needs for Long Term ELLs. Generally, these are upper classmen who have completed their required credits but struggle with the Regents Exams, typically those in ELA and Global History. Students are offered targeted instruction in academic reading and writing, as well as content area literary and test preparation strategies to prepare for the Regents.

6e. After testing proficient students are placed in ELA and regular content area classes. They are provided with access to all ESL services and after school ELL programs. Also all ELL accommodations mandated by the state are in place to facilitate their transition into mainstream classes.

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

Instructional strategies for ELL-SWDs include building background knowledge, graphic organizers, visuals, understanding of cognates and a wide variety of reading and writing strategies. We use several sets of textbooks for 9th and 10th grade including Milestones, Shining Star and Connect. Classrooms have leveled libraries as well for independent reading. Achieve 3000, a leveled, independent reading program that students access on computers is also used in our ESL classrooms. We also offer CASA (Community, Arts, Studies, Achievement), an after school programs specifically for ELL's. CASA is an after school program where students receive academic support, social and cultural activities and field trips for ELL students and parents.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

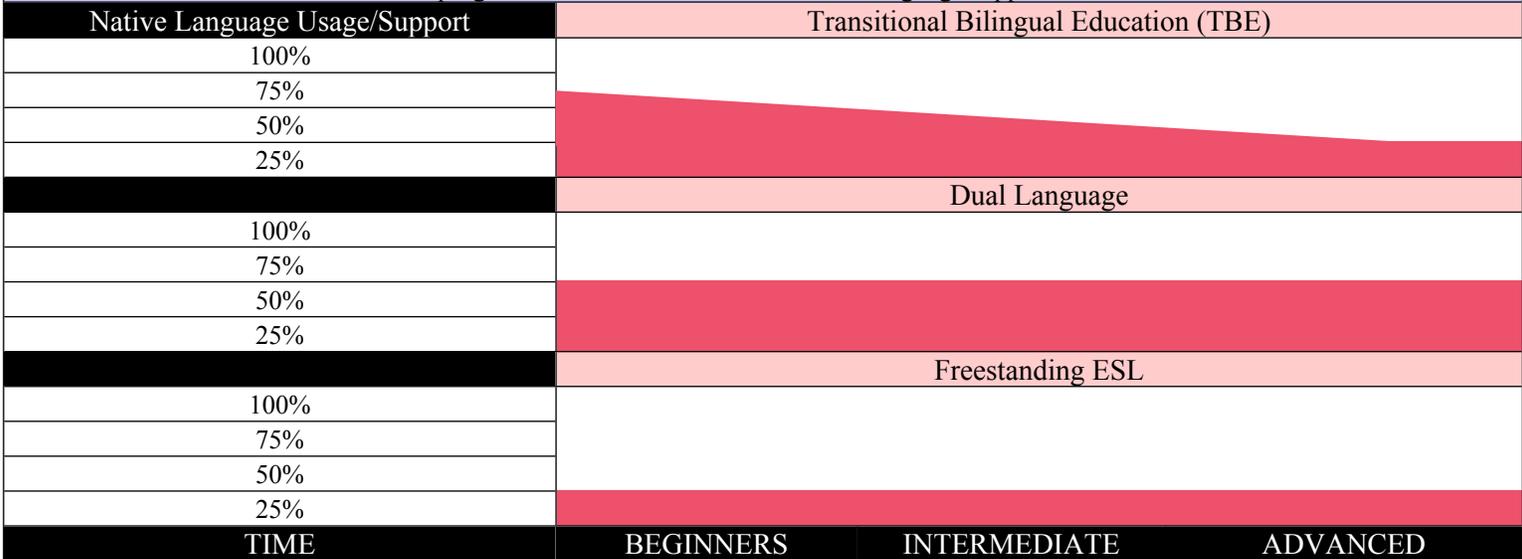
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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. Bronx Collegiate Academy offers tutoring classes in ELA, math and other content areas to all students three days a week. ELL's participate fully in these tutoring classes and a few are targeted specifically for ELL's. We also offer support for ESL students in the 9th and 10th grades by keeping all ESL students in together in Math classes and providing a Bilingual Paraprofessional in the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our program is proving to be very effective for our ELL students. Our incoming ELLs are given the opportunity to share in a community of other ELLs by being provided with homogeneous groupings and by having them participate in academic and culturally enhancing experiences such as our CASA program. Last year most of our students went up at least one level in their NYSESLAT and, according to our Achieve 3000 data, their lexiles scores went up an average of 100 points. Our ESL students are also passing or showing great improvement in their Regents exams as demonstrated by our test results last year.
11. What new programs or improvements will be considered for the upcoming school year?
11. At Bronx Collegiate Academy we continue to use Achieve 3000, an independent reading program as well as Castle Learning Online for supplementary work. We have also implemented the CASA program to enhance our students social, cultural and academic experience at BCA.
12. What programs/services for ELLs will be discontinued and why?
12. We have eliminated the Transitional Bilingual Program for 9th graders. The program is not being offered this year because we do not have the requisite number of students. We also used Rosetta Stone in the past but did not find it very effective.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELL's are encouraged to participate fully in the school life at Bronx Collegiate Academy. ESL tutoring, ESL summer school/programs and CASA are the supplemental services available for students. We encourage them to learn and socialize fully with General Education students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. As in all classes at Bronx Collegiate Academy, ELL's are supported through the use of Smartboards, ELMO overhead projectors, class laptop carts as well as fieldwork and experts. ELL's are provided with additional supports, including the Milestones and Connect textbook series and Achieve 3000.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Most ELL students at Bronx Collegiate Academy receive native language support, either through Spanish language classes or tutoring in French with a native French speaker. There are a few students who do not receive native language support because their native language is not typically spoken here. All students have bilingual dictionaries (English/French), (Spanish/English) available in classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. All students are grouped by grade and proficiency levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17. When available, ESL summer school programs are offered to incoming ELLs as well as Summer Bridge. Students have an opportunity to begin or review their language skills, meet ESL faculty and form social and academic relationships with their peers. Students who enroll throughout the school year are paired with an ESL buddy to help them get acclimated with the new school and new systems.
18. What language electives are offered to ELLs?
- Currently, Spanish is the only native/foreign language offered at Bronx Collegiate Academy.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel at Bronx Collegiate Academy is encouraged to attend at least four Professional Development sessions from the NYCDOE Office of English Language Learners. Teachers try to attend different sessions and then turn key the information to the rest of the department or our entire staff if appropriate. Also, once a month (the 2nd Tuesday of every month) BCA holds whole school professional development for all teachers. At least twice a year these sessions have a focus on ELLs.

2. At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Adon, Ms. Fletcher and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our Coach, Claire Kalambay is also one of our Common Core lead person and is assisting in developing our Common Core curriculum. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ELLs and guidance is also provided by our ELL Network Leader, Pablo Schelino.

3. At BCA we meet in Grade Level Teams with at least one ESL teacher in each grade to better assist teachers in understanding the needs of the ELLS. Teachers have also been assigned a group of ELLS to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs. In the 9th grade especially teachers are guided on how to ensure ELL students stay organized and on top of their work. Also, teachers encourage ELLs to stay for tutoring when needed and are given materials to ensure ELL students have all they need to be successful in high school.

4. BCA will continue its plan to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night which specifically focuses on ELL students and their specific needs and supports. Second, we are seeking more parent involvement in CASA. Our after school program for ELL students and their parents. For parents we offer ESL classes as well as culturally enhancing field trips. CASA also provides a social outlet for ELL parents. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations
 - 2: BCA is continuing its partnership with Good Shepherd services with the aim of increasing overall attendance and encouraging parental involvement. Good Shepherd consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year.
 - 3: Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Good Shepherd and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions.
 - 4: At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs' Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student's performance in school as well as listen to the parent's concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the Good Shepherd, the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.

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E. 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 response to question here:

Part VI: LAP Assurances

School Name: Bronx Collegiate Academy**School DBN: 09X227**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl White	Principal		10/25/13
Nichole Lieberman	Assistant Principal		10/25/13
Stephanie Caceres	Parent Coordinator		10/25/13
Maria Rivas	ESL Teacher		10/25/13
	Parent		1/1/01
Gicel Adon	Teacher/Subject Area		10/25/13
Corrille Fletcher	Teacher/Subject Area		10/25/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x227 School Name: Bronx Collegiate Academy

Cluster: 4 Network: 411

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.

* Bronx Collegiate Academy looks at the home language surveys, the Learning Environment Surveys, ATS reports (RSSS & RHLA) and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. When we call a parent at home we work with the student to ensure that we have a staff member who speaks the appropriate language and can translate as necessary.

* The Parent Coordinator interacts with parents and keeps forms informational guides, and the translation number for parent teacher conferences and Special Education (IEP) conferences to meet the language needs of parents/guardians.

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 predominant group needing translation services are Spanish speaking families. We have concluded that there are a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. Parents needing French, Arabic and other languages are provided with all necessary documentation, educational and major written communication translated by the Department of Education translation services department. Staff members also translate documents into Spanish and sometimes French.

* BCA informs teachers/staff through updating our student data base, emails and memos regarding translation and interpretation 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.

All documents that are sent home to parents are translated into Spanish by in-house school staff. These materials are sent out at the same time as the original documents in English.

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.

As mentioned in PART-A The school will provide oral interpretation by in-house staff as needed. Several staff members regularly serve as translators for phone conversations and in person meetings. Documents which need translation into languages other than Spanish/French are sent to The Department of Education translation services.

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

The school works hard to meet the translation requirements described in the Chancellor's Regulations. In all communications with parents we ask them if they need translation and provide it at their request.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

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

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

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Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

Part D: Parental Engagement Activities

discuss a range of topics.

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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