



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** WEST BRONX ACADEMY FOR THE FUTURE

**DBN (i.e. 01M001):** 10X243

**Principal:** WILPER MORALES

**Principal Email:** WMORALE2@SCHOOLS.NYC.GOV

**Superintendent:** ELAINE LINDSEY

**Network Leader:** BARBARA GAMBINO

### 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
Wilper Morales	*Principal or Designee	
Meghan Maxwell	*UFT Chapter Leader or Designee	
Melinda Mosley	*PA/PTA President or Designated Co-President	
Gladys Alvarez	DC 37 Representative, if applicable	
Christian Rodriguez and Justin Arundell	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Marie Guillaume	Member/ CSA Representative	
Yarissa Avila	Member/ UFT Representative	
Joshua Casson	Member/ UFT Representative	
Tanya English-Rogers	Member/ UFT Representative	
Tamika Saxon	Member/ Parent Representative	
Brandy Williams	Member/ Parent Representative	
Arlene Willock	Member/ Parent Representative	
Ehab Ismail	Member/ Parent Representative	
Angela Castillo	Member/ Parent Representative	
	Member/ Parent Representative	
	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

## 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
- 1. 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 14 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### ***Priority Schools Only***

<b>x</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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## School Information Sheet for 10X243

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	611	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	32	# SETSS	N/A	# Integrated Collaborative Teaching	34
Types and Number of Special Classes (2013-14)					
# Visual Arts	23	# Music	14	# Drama	N/A
# Foreign Language	24	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	85.5%	% Attendance Rate		86.2%	
% Free Lunch	89.3%	% Reduced Lunch		4.6%	
% Limited English Proficient	11.9%	% Students with Disabilities		19.0%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American		23.5%	
% Hispanic or Latino	71.1%	% Asian or Native Hawaiian/Pacific Islander		2.8%	
% White	1.7%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		4	
% of Teachers with No Valid Teaching Certificate	1.9%	% Teaching Out of Certification		18.4%	
% Teaching with Fewer Than 3 Years of Experience	20.4%	Average Teacher Absences		7.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.9%	Mathematics Performance at levels 3 & 4		3.7%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.6%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	56.5%	Mathematics Performance at levels 3 & 4		55.6%	
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		74.4%	
6 Year Graduation Rate	70.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

### 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		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (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	No	Limited English Proficient		No
Economically Disadvantaged	No			
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	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			

### 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	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	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	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	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	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						
<b>Describe the strengths of your school's 12-13 SCEP.</b>						
The strengths of the West Bronx Academy's 12-13 SCEP are the individual timelines created to address some of the goals created for the school year. This allowed the administration to focus on developing an action that meets the needs of all parties involved.						
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>						
The areas for improvements in West Bronx Academy's 12-13 SCEP is that in some goals, the action plan was to general and therefore, some goals were not achieved; in addition, some funding was not allocated adequately.						
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>						
West Bronx Academy encountered a few barriers while developing and implementing the school's 2012 SCEP. It was challenging to develop a comprehensive plan that focused on all grade levels 6 <sup>th</sup> – 12 <sup>th</sup> and to have staff and parents input.						
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>						
The SCEP was successfully implemented given the resources and available staff. Most of the overall goals were achieved during the school year.						
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				Yes	x	No
<b>If all the goals were not accomplished, provide an explanation.</b>						
The instructional team that was established to assist all ELA teachers needed more training and professional development on aligning curricula to the common core. As a result, not all teachers were able to align their curriculum to the Common Core State Standards.						
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>				x	Yes	No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Once again, it has been challenging to develop a comprehensive plan for a school servicing grades 6 <sup>th</sup> – 12 <sup>th</sup> given the different needs of the staff and student body.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
As a school community, we are planning to improve the results of all learners. For the sub-group identified, we would like to see a 5% decrease of level ones on the NYS ELA exam.				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
The school leader will communicate weekly with the administrative cabinet, the school cabinet, the attendance, and the academy team. In addition, the principal will meet the entire school community once a month. Parents will have access to the monthly newsletter posted on the internet; and students will have town hall meetings every quarter.				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The theory of action is to be able to use as many individuals in the school who have different set of skills so we can develop a comprehensive school improvement plan. Once the team has been identified, then the task is to maximize the instructional time students receive while allowing the instructional team common planning time during the day.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
The strategy for executing the theory of action in our school's SCEP is to have enough structures to support the instructional needs of all learners (teacher and students alike). Teams need to be established and expectations need to be clear so everyone involved knows why we are doing what we are doing.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
The key element of our school's SCEP is that there are many people involvement in making sure all voices are heard and planned for.				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
Our promotion and graduation rates over the past three years have continued to increase. Therefore, providing evidence that our "school improvement plan" has made a positive difference.				

## 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).

School leaders should use classroom observation and teacher surveys to identify specific PD needs that relate to the school’s goals for improving achievement in ELA. School leaders should observe classes to evaluate the impact that PD has in changing teaching strategies and improving student progress in learning.

<b>Review Type:</b>	SQR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	X
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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.

x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
x	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.

By January 2014, the school-wide professional development plan will be revised to meet the needs of teachers.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

2. Administrators will meet to do observations together and “norm” the rating based on the evidence found during the observation. Weekly discussions will take place with each assistant principal about teacher ratings and the impact on student achievement. Common trends will lead to further professional development needs.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Assistant principal, instructional coach, mentor, and other support staff.

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

Observation tracker will monitor the rating of all teachers during the observation cycle. Formal meetings will take place between the assistant principal and principal to discuss individual teachers.

#### **4. Timeline for implementation and completion including start and end dates**

1. A calendar will be created at the start of the school year so administrators know what teachers are assigned to their caseload. Group observations will take place with all three administrators twice a month (preferred every other week).

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

1. Ability to have time to debrief each observation and “norm” each rating.

### **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	X	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.

	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	x	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).

School leaders should devise specific strategies to improve student achievement in ELA for all identified subgroups. The CEP should include timeframes, interim benchmarks, and success criteria to enable school leaders to monitor the effectiveness of strategies and modify plans accordingly.

<b>Review Type:</b> <i>SQR</i>	<b>Year:</b> <i>2011-2012</i>	<b>Page Number:</b> <i>4</i>	<b>HEDI Rating:</b> <i>X</i>
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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.

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>x</b>	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

**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.

By June 2014, all ELA will improve instruction by developing common core aligned units of study, common core formative and summative assessments, and reviewing student work.

**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 ELA teachers will participate in professional development that addresses differentiated instruction, analyzing student work, using data to inform instruction and using effective questioning and discussion strategies. All ELA teachers will receive actionable feedback using the Danielson Framework for Teaching. All MS ELA teachers will receive support from a Teaching Matters Inc. consultant and the HS ELA teachers will receive support from a New Visions for Public schools consultant weekly in addition to their immediate supervisors. All identified at risk students will receive ELA academic intervention after school through tutorial services from our ELA teachers and through the use of the Educate Online tutorial program. All ELA teachers will be provided the opportunity to order books, magazines and other literature from the Common Core standards recommendation list.

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

1. One ELA and one Social Studies teacher will attend Professional Development workshops sponsored by New Visions for Public School and turnkey the strategies and skills learned to the other ELA teachers. Our consultant from New Visions and the assistant principal overseeing the department will meet regularly with our teachers to plan and design lessons that address the common core state standards. The ELA middle school teachers will attend professional development training provided by scholastics.

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

6. The teachers will work together to create, administer and analyze student assessments throughout the semester. The data collected from the benchmark assessments will be evaluated to inform future instructional task

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

1. Planning and preparation will begin in September. Administration, Instructional leaders, and teachers will review the data at the end of each marking period to monitor student progress.

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

1. Schedule must be revised to allow teachers to have collaborative team planning time. In addition, funds need to be set-aside to cover the cost of teacher coverage and substitutes.

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**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).

School leaders should produce a yearly schedule for formal and informal classroom observations and provide timely, actionable, written feedback to all teachers to support them in improving their teaching skills. Implementation of PD strategies should be noted and, where necessary, feedback includes identifying PD needs.

<b>Review Type:</b>	<b>SQR</b>	<b>Year:</b>	<b>2011-2012</b>	<b>Page Number:</b>	<b>4</b>	<b>HEDI Rating:</b>	<b>X</b>
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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.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>	<b>x</b>	<b>4.3 Comprehensive plans for teaching</b>
<b>x</b>	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**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.

By June 2014, all teachers will engage in observations and feedback using the Charlotte Danielson’s rubric that articulates clear expectations for teacher practice

**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**

1. Teachers will receive monthly professional development activities to understand the HEDI rating. The administration will receive professional development and will norm observations as a team at least two times per month.

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

6. Teacher progress will be tracked using a tracking progress tool developed by Administration. Progress will be measured three times a year in collaboration with NVPSO. The Principal and Assistant Principals will engage in rounds of analyzing performance for the purpose of determining teacher effectiveness and for identifying strength and weaknesses to inform next steps. A timeline for tenured, non-tenured and new teachers will be created to provide the required formal and mini observations as required. The observation tracker will be reviewed by the administration and individual plans will be created for teachers who are ineffective or developing. Progress toward student outcomes will be connected via the following: teacher team meeting, LASW protocol, Progress report, and data analysis using Datacation

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

1. Teacher tracker tool will be used to monitor performance three times a year; Calendar of observations; Logs of mini and formal observations; Observations entered on Google docs; Notes of mid and year end evaluations; Improvement in student outcomes as evidenced by formative and summative assessments

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

1. September – October: Teachers will meet with principal and select rating option; October – January: mini and formal observations will be done by administration; January – February: Individual conferences with teachers and administration; March – May: mini and formal observations will be done by administration; May – June: end of year review with teachers and administration

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

1. Administration will create a calendar of observation dates for the entire school year; assistant principals will meet with principal two times to review the support they are providing to developing or ineffective teachers.

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**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).

School leaders should analyze student performance data for each individual subgroup to devise specific strategies for improving student progress and achievement in ELA. School leaders should monitor data analysis and the use of data to inform classroom instruction and provide PD for teachers who need support.

<b>Review Type:</b>	<b>SQR</b>	<b>Year:</b>	<b>2011-2012</b>	<b>Page Number:</b>	<b>2</b>	<b>HEDI Rating:</b>	<b>X</b>
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**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.

<b>x</b>	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>x</b>	<b>5.4 Safety</b>	<b>x</b>	<b>5.5 Use of data and student needs</b>

**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.

By June 2014, all subgroups in grades 6<sup>th</sup> – 8<sup>th</sup> will have improved their ELA score to reduce the number of level 1 students by 5%

**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**

1. Assistant principals will attend professional development sessions provided by CFN 562 and New Visions to ensure all subgroups are receiving adequate services.

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

1. Assistant Principals will work very closely with the ESL and Special Education Coordinators to monitor student schedules, services, and other support as needed by individual students and teachers.

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

1. Teachers will administer baselines to evaluate student progress. While also reviewing attendance, dean referrals, and scholarship data. Students identified at-risk must attend additional instruction at the end of the day.

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

1. At the start of the school year (September – October) teachers will administer baseline assessments. Teacher will analyze data during the months of November and December to modify instructional plans. Additional review of student performance will be done by Guidance Counselor, data specialist, and administration.

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

1. Data specialist need to receive training on how to use manipulate baseline data to all teachers; teachers need time to meet and revise their learning plans accordingly; assistant principals and principals must develop a professional development plan to address the needs of all teachers.

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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 used in Galaxy used to support the activities listed in part A. .

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

**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).

School leaders should improve the communication and partnership between the home and the school.

<b>Review Type:</b>	<b>SQR</b>	<b>Year:</b>	<b>2011-2012</b>	<b>Page Number:</b>	<b>8</b>	<b>HEDI Rating:</b>	<b>X</b>
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**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.

<b>x</b>	<b>6.2 Welcoming environment</b>	<b>xx</b>	<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**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.

By June 2014, West Bronx Academy will receive an improved Learning Environment Survey score, by improving the Satisfaction Score of Engagement from 6.9 to 7.5

**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**

1. Parents will be invited to attend ESL and literacy classes as well as trips and special projects
2. The Parent Coordinator will meet with the parents of the Junior cohort to update their academic status
3. Parents will be invited to participate in professional development around promotional status, use of SKEDULA and Datacation, and ARIS
4. Monthly Newsletters will continue to be published on-line for parents to read
5. Monthly activity nights have been schedules for students in grades 6<sup>th</sup> and 7<sup>th</sup>

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

1. Administration, guidance team, parent-coordinator, attendance team, and pupil personnel secretary

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

1. Parents will receive report cards per term indicating the academic performance of all learners

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

1. All activities will start a the end of September with the exception of the parent professional development sessions which will start in the Spring of 2014

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

1. A team composed of administration, teachers, and guidance counselors will review each activity and the impact on student and parent engagement

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**Expanded Learning Time (ELT) Program Description**  
**PRIORITY SCHOOLS ONLY**

**ELT Work Plan**

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

**Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, students in grades 6 – 9 will receive extended learning time in ELA, Math, Social Studies, and Science. Students in grades 10 – 12 will receive additional instructional support based on their individual needs.

**Activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

**2. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Students in grades 6 – 8 will receive block schedules and small group instruction based on their performance level.
2. Students in grade 9 will receive additional instruction on mathematics, writing, or technology. Students will be grouped according to their 8<sup>th</sup> grade ELA and Mathematics performance

**3. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Assistant Principals and content teachers will be used to implement these strategies.

**4. Identify the target population to be served by the ELT program.**

1. Students who received level one or two on their previous ELA or Math assessment; and HS students who have yet to pass a mandate regents examination

**Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 <sup>st</sup> Century		Tax Levy	x	Title I SWP		Title I TA	x	Title I PF		C4E
x	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

**Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**2. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

As of now, we have no community partnership.

**3. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**2. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

The ELT program has enabled middle school students to have extended time for the core courses. In addition, 9<sup>th</sup> graders are able to take an addition period of problem solving, technology, and writing. Students in grades 10<sup>th</sup> – 12<sup>th</sup> will take additional prep courses for regents, advanced placement, or courses they failed in the past. In addition, students are able to participate in physical education activities and enrichment clubs before and after-school.

**3. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

The program will enable students to participate in extended learning opportunities in all content areas. The additional time will enable teachers to use technology and project-based learning to engage all learners. After-school will allow opportunities for students to participate in mandated and non-mandated programs while also having the opportunity to be part of the art, music, or technology.

**4. Describe how the ELT program will address the unique learning needs and interests of all students.**

The program enabled our struggling students the opportunities to spend more time with the teacher while also staying after-school for other activities. Students have an opportunity to request additional clubs, teams, or other activities after-school to their guidance counselors or assistant principal

<b>5. Are the additional hours mandatory or voluntary?</b>	<b>x</b>	<b>Mandatory</b>	<b>x</b>	<b>Voluntary</b>
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**6. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

There are mandatory hours for selected students who have received low state scores in ELA and Math. There are also voluntary hours after-school for students to participate. Attendance is taken and monitored by the guidance counselors, assistant principals, and principal.

**7. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

Students are given extended time on ELA and Math during the day. In the after-school program, students are expected to participate as well.

<b>8. Are you using an ELT provider procured using the MTAC process?</b>		<b>Yes</b>	<b>x</b>	<b>No</b>
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**9. Describe how you are evaluating the impact of the ELT program on student achievement.**

Teachers are able to provide feedback during their weekly academy meeting and assistant principals are able to monitor student passing rates for each of their academic courses.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
<b>Mathematics</b>	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
<b>Science</b>	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
<b>Social Studies</b>	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual and Group Counseling	Small Group or one-to-one	During the school day

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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.

West Bronx Academy provides its pedagogical staff with an array of resources to increase teacher effectiveness and maintains a high standard of education.

All teachers take part in Inquiry Team work once per week in both departmental and grade level structures. They are empowered to serve as mentors for at-risk students and are supported by both administration and the schools PSO New Visions. Some lead teachers participate in professional development workshops and turnkey the information to the teaching staff on a regular basis.

West Bronx Academy has developed partnerships with local colleges that provide student-teachers, and professional development and technical support.

By developing relationships with colleges we contact the teacher preparation programs to recruit teachers. Also, New Visions, our PSO has sent names of potential candidates for possible vacancies. Our Assistant Principals attend the NYC hiring fairs.

All teaching staff members participate in professional development sessions pertaining to Common Core State Standards and our math department actively participates in the New Visions special CCSS math program named A2I. This program provides support for the math department in understanding the common core standards in math and trains teachers in how to develop and deploy these lessons.

Newly hired teachers are provided a mentor who meets weekly with the teachers to address any and all issues that may occur.

- The school created common planning time where teachers can plan thematic units or coordinate the learning experiences for all students, including those with special needs.
- The school will create a bridge where teachers can be directly involved in developing their pedagogy through the Danielson Model.
- The school provides professional development opportunities for teachers, paraprofessionals and other staff within the Danielson framework.
- The school facilitates professional development or conferences to develop lead teachers, Data-specialists or content specialists.
- We have created and maintain a safe, supportive and effective learning community for students and teachers, and a welcoming respectful environment for parents and guardians.

Assistant Principals invite candidates to be interviewed by a committee, which includes: Administrators, teachers, staff and students

**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).

Teachers, assistant principals, and paraprofessionals receive professional development in different forms. Once a month, teachers receive professional development on major topics. Most of the sessions are lead by the administration, lead teachers, or other personnel. In addition, all members of the community are encouraged to attend professional development sessions held by New Visions and CFN 562. In addition, teachers are encouraged and allowed to participate in other professional development activities sponsored by outside organizations (for example: CSA, ELI, UFT, ASCD, etc.)

**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 **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are comingled to meet the needs of the students. This includes but is not limited to the purchase of instructional supplies and resources the student may need. The attendance teacher and guidance counselor are critical members in the decision making and communicate with the families/student.

**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.).

Not applicable

**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.

Teachers meet weekly by grade level and by content with the respective team leader and assistant principal. Team leaders and assistant principals are members of the school cabinet who meets weekly with the principal. During this time, information is given to all stakeholders. In addition, decisions are shared and communicated to the team.

**TA Schools Only**

**Use of Program Resources**

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

Not applicable

**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).

Not applicable

## **Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Vision: Parents at WBAF play an evolving role in the growth and development of their children. Parents are responsible for the health and attendance of their children. Just as importantly parents are responsible to help the community in the character development of their children. Character is the student's ability to make and execute decisions that are good and responsible for themselves and their community.

Our school is committed to providing parents with a welcoming environment where they can visit and assist the school with their children's education. The school is furthermore committed to helping our parents develop their own abilities and skills as parents using workshops and small group meetings.

Our school encourages families:

- To join our parent organizations at the school
- To visit the school and speak openly with teachers and administrators
- To use our technology assistance for keeping track of the student's progress

To be fully family-friendly, our school will provide:

- A welcoming environment
- A parent coordinator who is available to parents at times that
- To assist their children at home with homework
- Are convenient to them, not just when the school is open
- Teachers that look forward to meeting with parents and are committed to keeping their online grade books current
- A cheerful and welcoming office staff that is committed to serving our parents.
- Programs and activities to engage families in improving student achievement
- Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
- Programs and activities that include parents such as regular assemblies, talent shows and dramatic performances
- Regular and valuable PTA and SLT meetings.
- Workshops that are designed to meet the needs of parents including technology learning opportunities.
- Strong relationships between teachers and families
- The school is working to complete our "over the counter"
- A parent coordinator helps teachers connect to families and bridge barriers of language and culture.
- An intake process so that new students that come in late are welcomed into the school.
- Teachers reach out regularly to parents to inform them of their student's successes and challenges.
- Opportunities for families to develop their skills, self-confidence and contacts
- School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
- The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
- Parents work with teachers on inquiry teams to develop action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.
- Professional development for families and staff on how to work together productively
- Families learn how the school system works and how to be effective advocates for their children.
- Teachers learn about successful approaches to working with families that are in poverty.
- Families and staff can learn together how to collaborate to improve student achievement.
- The school reaches out to identify and draw in local community resources that can assist staff and families including Fordham University.
- This policy was developed by a group of parents, teachers, support staff, and community members and is reviewed and updated annually with each new CEP.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

## **I. General Expectations**

West Bronx Academy agrees to implement the following statutory requirements:

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

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

1. West Bronx Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: All correspondence, meetings and discussions will take place in the parents' native language; welcome and encourage parents to attend meetings; keeping parents informed through parent meetings, school messenger, back pack flyers and telephone calls made by the school support and the parent coordinator; schedule meetings during the day and in the evening; inform parents of issues related to curriculum, safety, student achievement, performance standards, student discipline code, promotion criteria.
2. West Bronx Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Actively involve parents in decision making through their representation on the West Bronx Academy SLT. Conduct regularly scheduled meetings between the PA President, Parent Coordinator and Principal. Disseminate information to parents through written correspondence.
3. West Bronx Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Translation will be provided for all school correspondence and at all meetings; telephone calls will be translated into Spanish using School Messenger.
4. West Bronx Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A parent survey will be conducted at the end of each year to determine parent interests and concerns and to determine if communication was effective to keep parents informed.
5. West Bronx Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. The State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Gear-UP and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: providing monthly

parent workshops during after school. Topics will be selected based on parent interest as discussed at PA meetings, Parent Teacher Conferences and observed student needs.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All correspondence and telephone calls will be conducted in the parent’s native language; vital correspondence such as PID letters will be given to the student and mailed to the student’s home.

### **III. Discretionary School Parental Involvement Policy Components**

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

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

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy was adopted by the West Bronx Academy on May 15, 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

School Responsibilities

West Bronx Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Use data to inform instruction and make sound professional judgment, provide ongoing professional development to ensure that teachers are using best practices, provide intervention programs for child in need, provide enrichment programs to address student interests, following part 100 of the state educational requirements, review and revise plans based on student data.
2. Hold parent-teacher conferences in November and March during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Report cards will be distributed four times each semester, for a total of eight times during the year.
4. Pupil path will be available to all parents and students for parents to be able to check their child's progress on a daily basis using the internet from any location.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents on a daily basis during teacher preparation periods. Parent may also make appointments to meet after school.
6. Provide parents opportunities to participate in learning walks to observe classroom activities
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can

understand.

11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

- Monitoring attendance and contact school when child is absent.
- Making sure that homework is completed.
- Discuss with my child in a positive manner about school.
- Provide the school with accurate and current information about my child.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend monthly parent workshops and monthly Parent Association meetings
- Provide school with accurate contact phone numbers by completing and updating the Emergency Home Contact form.

### Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Come to school every day wearing appropriate attire and with school supplies, not toys or electronic games.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Resolve differences with others by talking and without recourse to violence and treat others with respect.
- Give my undivided attention to my teachers and school work.

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>243</b>
School Name <b>West Bronx Academy for the Future</b>		

### 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 <b>Wilper Morales</b>	Assistant Principal <b>Marie Guillaume</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Catalina Chavez</b>	Guidance Counselor <b>Reyna Familia</b>
Teacher/Subject Area <b>Emily Carroll/Math</b>	Parent <b>Melinda Mosley</b>
Teacher/Subject Area <b>Yarissa Avila/ ESL</b>	Parent Coordinator <b>Gladys Alvarez</b>
Related Service Provider <b>Gary Grover</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Barbara Gambino</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>611</b>	Total number of ELLs	<b>81</b>	ELLs as share of total student population (%)	<b>13.26%</b>
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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  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							20	8		14	16	6	8	72
Push-In									9					9
<b>Total</b>	0	0	0	0	0	0	20	8	9	14	16	6	8	81

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	26
SIFE	10	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	35

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	15	2	0	31	3	12	35	2	14	81
Total	15	2	0	31	3	12	35	2	14	81

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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

**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
<b>TOTAL</b>	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							16	7	9	13	16	6	8	75
Chinese														0
Russian														0
Bengali							2							2
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							1			1				2
<b>TOTAL</b>	0	0	0	0	0	0	20	8	9	14	16	6	8	81

## 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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
All ELLs take a baseline assessment in the beginning of each school year to target their weaknesses by modality. Spanish speaking ELLs take the Spanish LAB-R to assess their literacy skills in their native language. The NYSESLAT and NYC ELL Periodic Assessment from the prior year are also used as indicators to drive instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Overall the data patterns reveal that all ELLs across the grades still struggle with reading and writing. All beginners struggle with all modalities across the grades, specifically with speaking and listening. In rare occasions, some students are proficient in reading and writing but fail listening and speaking. Long term ELLs also tend to be ELLs with learning disabilities.
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 [AMAO tool](#))  
Instructional decisions are affected based on students needs. If the student primarily struggles with speaking the ESL teachers focus on developing their basic interpersonal communication skills. Likewise, if the student struggles with listening the ESL teachers focus on developing that skill through numerous listening skills. Reading and writing is developed on an ongoing basis with more rigor so the students can be successful throughout their content areas.
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?

a. A notable pattern that surges throughout the years is that ELLs do better taking the assessment in English than in their native language because they have been instructed in English and their native language (Spanish) is not as dominant.
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All teachers in the school are given a list of ELLs and are expected to take his/her second language development into consideration. They are instructed to allow ample time for a student to respond in class because it takes time for an ELL to gather his/her thoughts. They are expected to modify their instruction to the best of their ability and consider different ways of making the lesson comprehensible to the students.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ELLs by assessing how many students tested out of ESL services and how many students pass NYS Regents exams.

## 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](#).)  
When a new student enrolls in our school, a pedagogue determines if the student has previously been enrolled within the NYC Department of Education. If they have not been enrolled in a DOE school previously, the student and their family are sent to the an ESL teacher or another pedagogue who screens the student. If the student's home language is not English, she conducts an informal interview in the student's native language (further language accomodationg are conducted in the intake process if the language spoken at home is not Spanish) and then administers the HLIS. Two of our three guidance counselors, speak Spanish and could translate if need be, but if translation services other than Spanish are needed then the guidance counselor calls the appropriate number for an over the phone translation service provided by the DOE. After the HLIS takes place, the ESL teacher or pedagogue determines if the student qualifies for a LAB-R test, if so, the ESL teacher then administers the test within ten days from admission. The Spanish LAB is administered to the students who arrive from Spanish speaking countries who have not been previously tested or identified as ELLs, to determine their native language proficiency also as part of the intake process.
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.  
Once the LAB-R is administered and the student has been identified as an ELL the parent is called in to come to the school to meet the ESL teacher and present the program choices within 10 school days. The parent then fills out the Program Selection Form and Parent Survey. All parents are informed and educated about the Free Standing ELL program we offer at our school, and the other programs offered through the DOE. If the parent would like a program not offered in our school, such as Dual Language or Transitional Bilingual Education, we can offer it in the future once the numbers are sufficient to begin such program. Ultimately, the parent is the one who selects the program after the information is presented, he or she fills out the program selection form and is filed in order to keep track of the demand of the other programs. If the parent wants their son or daughter to stay in our school, the parents are ensured that their son or daughter will receive the ESL services our school offeres both orally and in writing with the letter of eligibility. Parent Survey and Program Selection Forms are kept witin the main office and the ESL Coordinator is in charge of collecting and maiting each form as they come in.
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](#)].)  
The entitlement letters, program selection, and parent survey are given on a one-to one basis by the ESL teacher who at the moment collects the paperwork from the parents. The records are maintied by the ELL Coordinator and are securely stored in the principal's office. In the event that the parent survey and program selections are mailed out, the Parent Coordinator is in constant contact with the parent to ensure that they return it as soon as possible to the school. We also explain to the parent that failure to return the letter will result in their student being placed in a Bilingual Education program. The ELPC screen on ATS is updated within 20 days of parent selection.
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.  
Once a student has been identified as an English Language Learner, we contact the parent to inform them of the program placement. Since our school only offers a free-standing ESL program, the parents receive a letter of entitlement explaining that although we might not offer a program selected by them, we will make every effort to honor their parent choice by keeping track of program selection forms. The program selection forms are filed by the ELL Coordinator; the information gathered will help us create a program that us aligned to the parent's needs. The parents are informed in the entitlement letters that their child can be transferred to another school within the district if we do not have such program, if the parent decides to keep the student in our school, he or she then receives the mandated number of minutes programmed into their schedule by their guidance counselors. Within their ESL classes they are grouped by levels: beginners, intermediate, and advance. All communication sent to parents are distributed both in English, Spanish, and in other languages, such as: Bengali , French and Arabic. Parents' program selection is then inputted on ATS 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.

In reviewing our records and in speaking with our Parent Coordinator, we have found that parents of Hispanic students tend to initially seek out TBE or Dual Language models for their children and the parents of students that speak languages other than Spanish focus their attention on our Free Standing ESL Program. Thus far, four parents over the past four years have elected a program other than Free Standing ESL. Although we only offer a Free Standing ESL model, the benefits of being in a small school allow us to provide our students with a nurturing atmosphere and develop individualized lessons tailored to their needs. The parents recognize this as being extremely positive and as previously mentioned, the ELL Coordinator keeps program selection forms to monitor trends in parent request so that we can create programs that are responsive to parent's choice.

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. ⓘ

Our school complies with parent requests. Based on our data, our Freestanding ESL program is requested due to the benefits of being in a small school, as mentioned before, it allows us to provide our students with a nurturing atmosphere and develop individualized lessons tailored to their needs. The parents recognize this as being extremely positive, and again, the ELL Coordinator keeps program selection forms to monitor trends in parent request so that we can create programs that are responsive to parent's choice. In addition, our school offers parent orientation meetings that are scheduled periodically through our PTA to ensure parents are maintained informed about their rights.

## 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])?
    - a. Our school uses Push-In and Pull-out models of instruction.
    - b. Our school pull-out models are 45 minute teaching blocks in which the students receive English acquisition instruction carefully aligned with the ELA standards of instruction. Students have other content area subjects throughout the day in their daily schedules. The pull-out model is implemented in groups that are ungraded, and heterogeneous. The push-in model is implemented in groups that are grouped by homogeneous proficiency levels.
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)?
    - a. As a middle/high school we have a report of all the ELLs and the mandated number of minutes that each student needs. Both ESL teachers see the students either in a pull-out model once or twice a day depending on their level and at least once a day in a push-in model. For example, a high school new comer has two periods in a pull-out model, that are composed of 45 minute teaching blocks, as mentioned before (see 1a) and one period in a push-in model this not only meets the mandated minutes, but exceed them, to ensure that the student succeeds.
    - b. All ELLs have ESL, and ELA. Beginner and Intermediate ELLs in middle school received 360 minutes, Advance ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction as required under CR Part 154. High school ELLs who are beginners receive 540 minutes of ESL instruction, Intermediate ELLs receive 360 minutes, and Advance receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.
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.

In the pull out model, one of the ESL teachers is dual certified in ESL and ELA and thus teaches the students both language acquisition and the content that needs to be acquired to pass the NY State English Regents. The other ESL teacher focuses her instruction on teaching English throughout the content areas by meeting with content area teachers during a common planning period and selecting listening activities, reading, and writing activities that will support them. English grammar, content specific vocabulary, and essay writing are primary focuses. In the push in model, the ESL teacher meets with the content area teacher to discuss units of studies, and how to help the students in small groups to acquired the knowledge by scaffolding, using the student's native language with bilingual glossaries, bilingual dictionaries, and native language dictionaries. The ELA teachers
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that our ELLs are appropriately evaluated in their native language by making sure whether or not they are proficient in their native language to begin with. Some ELLs that come from Spanish speaking countries, for example, might not be able to read or write in Spanish. Our foreign language teachers, who teach Spanish and French, deliver native language support in our school and are able to assess them as well as one of our ESL teachers. Students are assessed in their ability to speak, read, and write in their native language. This is helpful later on in determining whether a student does not understand a particular lesson because of language or content. Additionally, we offer classes in native language arts in Spanish. All Spanish speaking speaking ELLs are given the Spanish Lab. aste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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).

a. SIFE students are integrated into the demands of academic learning by receiving extra help from content area teacher and ESL teachers during class, after school, and on the previous years a Saturday Academy program. They are taught through visuals, charts, and venn diagrams. They are allowed extra time to process their thoughts and put it in writing. In addition, tutoring is available during the week if they still need help in other academic subjects.

b. New Comer ESL students are encouraged to build on their native language while receiving ESL instruction. How to use cognates and figure out what something means, reading comprehension strategies, and test taking strategies, such as process of elimination have been useful thus far in preparation for the ELA.

c. Our ELL's receiving 4 – 6 years are divided into three categories. Students that are SIFE, students that are Special Education and students that have not received enough instruction to pass the NYSESLAT exam. Students are constantly encouraged to work on study skills and reading comprehension strategies. For the the students that are still struggling with the listening and speaking portion of the test, extra assistance and testing are provided. We differentiatie our instruction by providing more writing and reading strategies across the content areas. We use writing frames as scaffolding, teaching strategic reading comprehension skills, teaching test taking skills, and creating graphic organizers and flow charts to help the ELLs gather their taughts before writing.

d. Invariably our long term ELL's are struggling with reading comprehension and writing, most have attained a level of fluency in their speaking. For this population we work in conjunction with the literacy teachers on developing strategies for the student. The students are followed more closely; they are tracked through Datacation, and are given extra support. For our long term ELLs we use the CALLA approach (Cognitive Academic Language Learning Approach) across the content areas. This helps them Increase motivation for academic learning and confidence in their ability to be successful in school, by evaluating their own learning and planning how to become more effective and independent learners.

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?

Our ELL's with special needs are serviced in conjunction with our Learning Academy. Instructors between the ELL and Special Education Learning Academy meet regularly to review student progress and set new goals for each student as well as identify necessary supports. In addition, the programmer, ELL Coordinator, and Special Education Teacher review their IEPs to ensure proper placement. Our school has common planning time in order to make sure co-teaching between CTT teachers, content area teachers, and ESL teachers is successful. We plan together to differentiate, and group the students based on needs. We are using the program Write to Learn to help them accomplish these goals, the program provides content area material and helps them accelerate their English language development by providing instantaneous feed back on essays or short answer replies.

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?

Our school has one group of 9th graders who are self-contained and the rest are in a mainstream program. We use co-teaching in the other graders, the content area teacher and CTT teacher help to meet their diverse needs by multiple methods of differentiation, grouping by levels, by common need, etc. The ESL teacher also pushes into some classes that contain both a content area teacher and a CTT teacher to provide the additional native language support for the rest of ELLs.

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**

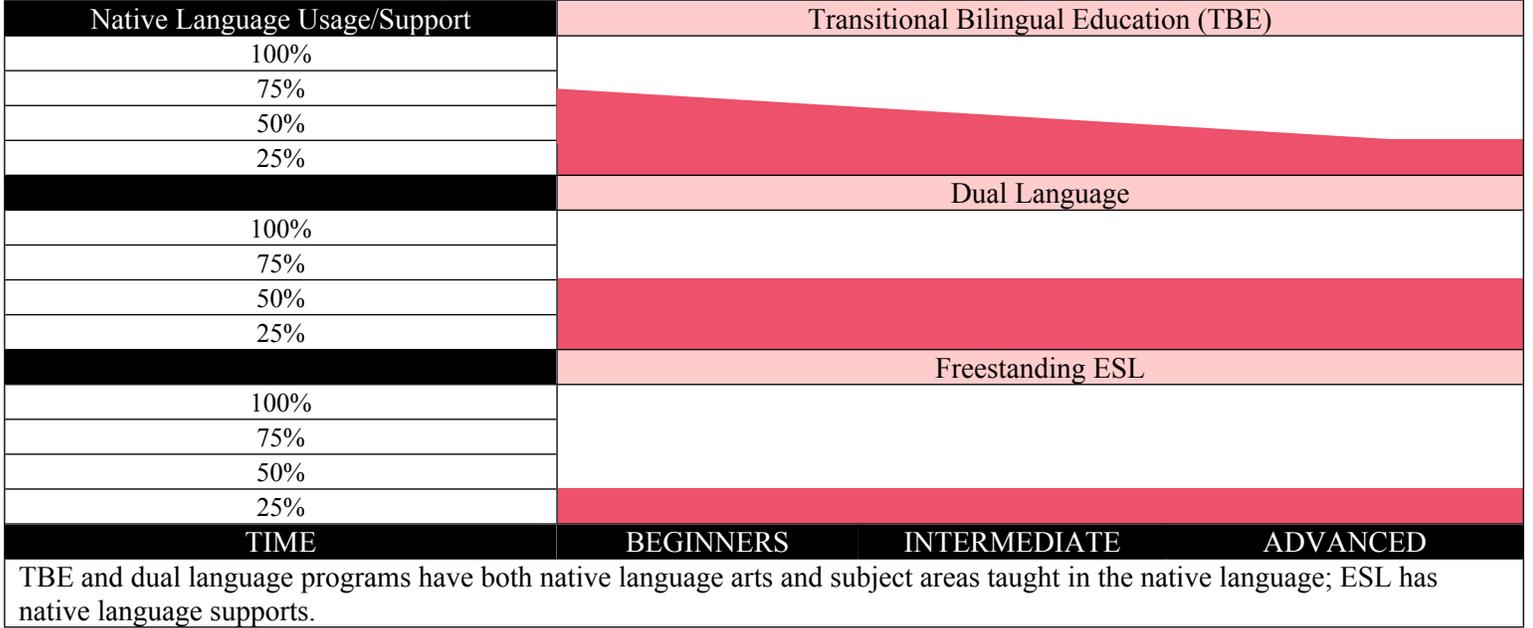
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



## B. Programming and Scheduling Information--Continued

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.
- Our ELL students get targeted intervention in ELA through the Write to Learn program, which gives students an opportunity to improve their reading level using a computer adaptive program that selects readings at the appropriate grade level. The program gives them the diagnostics of what has to be improved instantaneously. Our ELL students receive additional instruction in math at the High School level through Plato learning software. Plato learning comes with advanced vocabulary assistance and enables students to work at their own pace. In middle school after school help is available for math. In our Social Studies classes our teachers provide our ELLs with vocabulary notebooks that are graphic, that contain the terms and illustrations, as well as teacher created workbooks to aid in understanding of the curriculum. A great focus on visuals and graphic organizers are put in place to ensure the grasp of the content. In our Science classes students use vocabulary picture cards, along with the usage of videos to implement lessons, hands on lab work, and an annual Science Fair, in which all of our students, including ELLs participate in.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students that have passed the NYSESLAT exam are given additional support through after school tutoring or during lunch periods, they can bring their lunch from the cafeteria and the teacher works with them. If they feel like they need extra help in a subject or in an assignment, the students sign up for extra help or conferencing with the teacher. They are welcomed to borrow dictionaries or come after school if they need help writing an essay as well. The ELL Coordinator tracks them through Datacation and is in constant contact with the content area teachers to ensure that the students are doing well. If they need additional help we ensure that it is received.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering implementing a History enrichment program for ELL students as their results on the state exams continues to lag behind all other tests including ELA. The students also have a Regents Prep courses in their daily schedule if they have failed them before.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are encouraged to join after school activities. When students enroll we emphasize to parents the importance of being an active member of the school community. Students that stay after school and work with one of our 16 different programs tend to do better academically. It is especially important for ELL students to associate with students who are not ELL's for social and language acquisition.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As a technology school we rely on Smart Boards, portable language labs, laptop computers, and video cameras to assist in instruction for all students. Our SIFE students and New Comers benefits greatly from our portable language labs that can be used to increase listening skills as well as reading skills with programs such as Read 180. Our 4-6 year ELLs and our Long Term ELLs are given more of an opportunity to work with our laptop computers to use special programs we have in place to increase their learning, such as Write to Learn and Teaching Matters.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is predominately delivered through our world languages department who teach Spanish and French. We use their (Spanish) native language to help ELLs understand English, by using their prior knowledge of some vocabulary words and implementing them in cognates, root words, suffixes and prefixes. Word to word glossaries are provided in more than one language to students across the content areas, and in addition we also provided them with literature books in their Native Languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here:
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.
- Newly enrolled ELL learners are assisted by a mentoring program we have in place, where one advance or proficient ELL is

paired up with a new ELL. He or she helps them navigate throughout the school and helps them translate during class. We called them big sib, and little sib. We have frequent meetings to see how things are going, what are they finding to be different or difficult and what they need help in.

18. What language electives are offered to ELLs?

ELL students are offered French and Spanish as language electives, art, music, and technology.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. 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. All of our teachers and guidance counselors receive ELL professional development sessions during the course of the year. Our PD sessions focus on the implementation of ELL/ESL strategies that are used to increase achievement in the four components of language: listening, speaking, reading and writing. In addition, our school has provided our teachers and faculty, including, para-professionals, psychologist, therapist, and Parent Coordinators, with the opportunity to attend weekend training sessions through Pearson's Sheltered Instruction Observation Protocol (SIOP). All Teachers are also encouraged to attend outside training provided by the Department of Education and the UFT. Two of our teachers have taken courses or are working on their ESL extension. Our ELL Coordinator is also available to train and as well as turn key information obtained from PD sessions, best practices, and the rules that govern ELLs. We have the PD sessions scheduled for January 15, 2014 and February 26, 2014.

2. As a 6 – 12 school, the ELL Coordinator trains and aids the guidance counselors, parent coordinator, and other staff who closely work with ELLs with important information regarding the placement of ELLs. These include information, such as, NYSESLAT levels, formative and summative student data, and teacher anecdotal that will facilitate placement and transition from year to year.

3. ELL training for all of our staff will be ongoing to make them aware of what different types of differentiations can be presented in order for ELL students to understand the content. We will send out our ELL Coordinator so she can present us with new insight, as well as obtain training from New Visions on addressing the needs of ELLs. Some of the topics presented during training sessions are the implementation of ESL strategies, scaffolding and differentiation of units studies and lessons. In order to determine who has obtained training and completed the 7.5 mandated hrs, the ELL Coordinator will provide the school administrator with a signature sheet that will be maintained on file in the main office and the ELL Coordinator's records.

## 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. Our ELL parents are encouraged to attend our four ELL parent meeting evenings where we discuss the program and give the parents strategies in helping their students acclimate. Prior to our meetings we make phone calls and determine if anyone is in need of our translation services, if so we make the proper arrangements. In our meetings we discuss ways in which they can invest in their children's education. Such as, having an active role in their child's education: send notes to the teachers, make phone calls, and voice their opinions. Parents are also well informed on how to access Pupilpath online, a software, that shows them their child's progress in each class.
  2. The school has partnered with New Visions, Fordham University Mentorship Program, and Lehman College's Gear Up Program to help guide students to be career oriented and inform parents of the college intake process.
  3. We use the parent coordinator and Guidance Counselors to evaluate the needs of parents in addition to polling all parents via the PTA and providing them with a written survey so they can express their concern and needs for us to constantly improve. Our Guidance Counselors speak Spanish and provide translation services in Spanish.
  4. Most of our parents seem to struggle with three main issues. First, they are interested in learning the language. Secondly, the parents are worried about helping their students academically. All parents have access to our online grading system so that they can manage the student's grades. We have regular meetings to demonstrate how to use the system. Third, the parents are worried about their child's assimilation into the new country. We host multicultural evenings and host parent strategy sessions to assist parents. Also, every second Tuesday of every month we have School Community Night in which we also teach about understanding the ESL Assessments and using the online resources such as Datacaton.

## 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.

Although, our school pull-out models are 45 minute teaching blocks in which the students receive English language acquisition we would like to state that it is carefully alied with the ELA standards of instruction. Students have other content area subjects throughout the day in their daily schedules. The pull-out model is implemented in groups that are ungraded, and heterogeneous. This is the primary way of instruction since the students are in a high school schedule format, in a nine period day.

## Part VI: LAP Assurances

**School Name: West Bronx Academy for the Fut**

**School DBN: 10X243**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wilper Morales	Principal		1/28/14
Marie Guillaume	Assistant Principal		1/28/14
Gladys Alvarez	Parent Coordinator		1/28/14
Catalina Chavez	ESL Teacher		1/28/14
Melinda Mosley	Parent		1/28/14
Emily Carroll/Math	Teacher/Subject Area		1/28/14
Yarissa Avila/ ESL	Teacher/Subject Area		1/28/14
	Coach		1/1/01
	Coach		1/1/01
Reyna Familia	Guidance Counselor		1/28/14
Barbara Gambino	Network Leader		1/28/14
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10X243      **School Name:** West Bronx Academy for the Future

**Cluster:** Debra Maldonad      **Network:** Barbara Gambino

**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**

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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.

According to our data, the majority of our parents speak Spanish with a small percentage speaking Arabic, Bengali, Fulani, and Albania. In order to maintain effective open communication with parents we provide written translations of memos and other important documents for parents. Our Parent Coordinator, Guidance Counselors, and ELL Coordinator work collaboratively to assess our school's written translation and oral interpretation needs by examining the Home Language Surveys filled out by parents, analyzing ATS data, and interviewing parents. We will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services.

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

In assessing our school's community's written translation needs, we examined the HLS, ATS data and by interviewing parents. After reviewing these documents, we found the more commonly spoken languages in our school were Spanish, Arabic, Bengali, and lastly Vietnamese and Korean. In considering the Chancellor's Regulations on Translations, our school needs to provide timely provision of translated documents through either existing in-house services or through the Translation and Interpretation Unit at the Department of Education. The findings of our parent's needs were shared with our staff during our staff meetings and with our parents during PTA meetings.

## Part B: Strategies and Activities

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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.

In order to ensure timely provision of translated documents to parents most documents are translated in house by our school staff. These include Spanish Teachers, Parent Coordinator and ELL Coordinator. In the event that we do not have the required staff or volunteers to provide translations into the languages requested, we will contact the Translation and Interpretation Unit at the Department of Education. This will ensure all parents and students receive these documents in a timely fashion and help bridge the communication between our school and home.

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.

Interpretation services are usually provided in-house by school staff, and when need be, by outside contractors. We will contact the Translation and Interpretation Unit at the Department of Education to schedule translators for school events, such as Parent-Teacher Night, PTA meetings and workshops. Scheduling the services ahead of time is crucial to ensure proper 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>.

Our school will provide each parent who requires services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages will be posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained as an effort to maintain an open communication at home and school.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: West Bronx Academy for the Fut	DBN: 10X243
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

#### Part B: Direct Instruction Supplemental Program Information

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### 1. Social Studies Regents Preparatory:

We will run an after school program for ELLs that are at the high school level and need to pass the U.S History Regents exam and/ or Global Regents exam. Our goal is to get the students familiarized with the test, its format, vocabulary, and common topics that are of high frequency. Two teachers, an ESL teacher and a content area teacher, will run two separate after school Regents Prep class. We are targeting twenty-one students from grades 10,11, and 12. The language of instruction will be in English, along with native language support in forms of dictionaries and glossaries. This program will be held two days a week for two hours a day for sixteen weeks. This program will be facilitated by our ESL teacher and History teacher.

### 2. Targeted Intervention for Reading:

Our second program will be geared to help our 6-12 grade ELLs get targeted intervention in reading through Achieve 3000 program, which gives students an opportunity to improve their reading using a computer based curriculum, instruction, and assessment. The program helps struggling readers by giving them diagnostics instantaneously to help them improve their reading skills . Achieve 3000 is also aligned to the common core curriculum giving the students more rigor, more writing, more nonfiction, and more independent practice. The program also ensures that struggling readers have an explicit and accelerated path to college and career readiness. An ESL teacher will work with them twice a week after school for 2 hours. Currently there are twenty-seven beginner and intermediate students targeted for this program in grades 6-12. This program will be facilitated by two of our ESL teachers. Middle school and High school separately. Once a week for 2 hours.

### 3. ELA Regents Preparation:

The third program is an after school program designed to help our ELLs prepare for the ELA Regents Exam. These students will work with an ESL and ELA teacher to prepare for the ELA Regents Exam. The goal of this program is to get the students familiarized with the exam, so they may feel comfortable to write about three separate works of literature. We will target students that have taken and not yet passed the ELA Regents exam and that are currently receiving ESL services in grades 11 and 12. This program will meet once a week after school for two hours. Currently this program will target twenty one students for sixteen weeks. This program will be facilitated by our ELA and ESL teacher.

## 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:

All of our teachers receive ELL professional development sessions during the course of the year, by our ELL Coordinator or if possible a qualified ELL Specialist through the DOE. One of our PD sessions focus primary on the implantation of ELL/ESL strategies that are used to increase achievement in the four components of language: listening, speaking, reading and writing. Our second PD focus our attention on the reading and writing skills the ELLs should have to be able to produce work in their content area classes. In addition, our school has provided our teachers and faculty with the opportunity to attend weekend training sessions through Pearson's Sheltered Instruction Observation Protocol (SIOP). Two of our teachers have taken courses or are working on their ESL extensions. Our ELL Coordinator also trains as well as turn key information obtained from PD sessions, best practices, and the rules that govern ELLs. We have the PD sessions scheduled for November 6, 2012 and January 28, 2013 this school year for a time frame of 45 minutes. In addition, we are planning to have our ESL Coordinator attend the WestEd QTEL PD through the DOE this upcoming year. The PDs are provided by the ESL Coordinator or outside presenters if available. [?????]

### 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:

Our ELL parents are encouraged to attend our four ELL parent meetings in the evenings where we discuss several topics. The first meeting is targeted to address the ELL identification process and the ESL program in the school, this session is presented by our ELL Coordinator during the month of September annually at the start of the new school year. The second is focused on helping their children assimilate into a new country and understand youth development- this session is provided by our ELL Coordinator and school guidance counselor during the month of October. The third is a meeting in which the parents learn to access to our online grading system so they can manage the student's grades- this session is presented by our Parent Coordinator between the month of September and October. Lastly, every third Tuesday of every month, we have School Community Night in which we also teach parents about understanding the ESL Assessments and using the online resources such as Datacation. Most meetings

**Part D: Parental Engagement Activities**

are provided by our ESL Coordinator and supported by our Parent Coordinator and Guidance Counselors. Parents are invited to attend by mail through bilingual communication, and also by personal phone calls in their native language.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$11, 200	Per session to cover the four teachers working with the target population
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	0	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	0	
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
<b>TOTAL</b>	\$11, 200	