



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX EARLY COLLEGE ACADEMY FOR TEACHING & LEARNING

DBN (i.e. 01M001): 09X324

Principal: YVETTE E. RIVERA

Principal Email: YRIVERA8@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: MARIA CRISTINA JIMENEZ

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
Yvette E. Rivera	*Principal or Designee	
Corie Gaidusek	*UFT Chapter Leader or Designee	
Rodney Robinson	*PA/PTA President or Designated Co-President	
Marlene Gabriel	DC 37 Representative, if applicable	
Kimberely Roa Yehziel Corporan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Pauline White	Member/ Parent	
Carmen Palacios	Member/ Parent	
Evette Brown	Member/ Parent	
Marlin Rodriguez	Member/ Parent	
Danielle Schulte	Member/ Teacher	
Douglas White	Member/ Teacher	
Leanne Trujillo	Member/ Teacher	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 09X324

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	508	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	6	# SETSS	35	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2013-14)					
# Visual Arts	37	# Music	N/A	# Drama	7
# Foreign Language	27	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.7%	% Attendance Rate			90.3%
% Free Lunch	84.2%	% Reduced Lunch			5.6%
% Limited English Proficient	10.0%	% Students with Disabilities			14.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			32.7%
% Hispanic or Latino	63.3%	% Asian or Native Hawaiian/Pacific Islander			3.2%
% White	0.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			15.1%
% Teaching with Fewer Than 3 Years of Experience	57.1%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.8%	Mathematics Performance at levels 3 & 4			3.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			25.6%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	93.0%	Mathematics Performance at levels 3 & 4			64.2%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			93.6%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strength of our CEP was our ability to meet and exceed our goals related to implementing the Common Core units. All core teachers wrote and implemented at least two units as well as the entire staff. In addition, all other subject teachers including Arts and Physical Education implemented Common Core aligned units. Each subject area worked with common assessment descriptors to standardize assessment and used data from student work products three times to make revisions to curriculum. Bronx Early College Academy ("BECA") has also gone to great lengths to increase opportunities for rigor. After two years of candidacy and after a rigorous on-site evaluation process by the International Baccalaureate Organization, BECA was authorized as an International Baccalaureate World School implementing the Diploma Program beginning September 2014. BECA is one of six schools in all of NYC public schools authorized to offer this program.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Areas of improvement would be to institutionalize some of the systems and structures we put in place last year so that they take root and lead to school wide improvement. Building on the work we did implementing the Common Core Learning Standards and improving our units and lesson in alignment with those standards as well as the International Baccalaureate subject standards. Common methods for assessment and the standardization of assessment are areas of focus for the school year.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Adequate time for schools to prepare properly and as well as delays with using FOCUS funding to quickly expedite the new programs and services were a major barrier as well as hiring restrictions. There were many, new and competing initiatives expected and it was challenging to implement all simultaneously with high degrees of success. Additionally, there was a general lack of materials and teacher guidance to prepare students for the new Common Core aligned examinations in grades 6-8.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Were all the goals within your school's 12-13 SCEP accomplished?			
X	Yes		No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			
X	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Again, delays with respect to spending FOCUS funding to quickly expedite the new programs and services were a major barrier as well as hiring restrictions. It is almost January with half a school year behind us and we have not been able to use this additional funding to put more programs, services, and additional teacher planning time in place.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Increase the average proficiency in Mathematics in grades 6-8 Increase the median adjusted growth percentile for Mathematics in grades 6-8 Increase the median adjusted growth percentile for Mathematics for the school's lowest third in grades 6-8 Increase the average proficiency in English Language Arts in grades 6-8 Increase the median adjusted growth percentile for English Language Arts in grades 6-8 Increase the median adjusted growth percentile for English Language Arts the school's lowest third in grades 6-8 Increase percent of students passing core classes in grades 6-8 Increase the percentage of students in the lowest third earning 10+ credits in the first year Increase average completion rate for remaining Regents Increase weighted Regents pass rates in English Increase weighted Regents pass rates in Mathematics Increase weighted Regents pass rates in Science Increase the number of students taking the Algebra 2/Trigonometry			
Describe how the school leader(s) will communicate with school staff and the community.			
BECA has a calendar change schedule wherein the school day is extended four days a week and students are dismissed at 1:30pm on Wednesdays. Staff meets for two hours on Wednesdays with leaders, teams, and in different combinations with one			

of the goals being to facilitate increased communication. School leaders meet with teacher leaders to make decisions, communicate events, initiatives, and similar. The Principal also provides staff with a monthly calendar and weekly bulletin to facilitate communication.

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

We devote significant time and resources to assist in the development of the capacities of our teacher leaders in order to facilitate ongoing improvement in instruction. This process ensures the focus of our teachers' collaborative work will be on increasing student knowledge.

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

Teacher leaders have had intensive leadership training both through the DOE Mentoring program and Teaching Matters to build their capacities as leaders. School leaders meet with teacher leaders twice per month to plan school-wide events and discuss actions plans pertaining to school improvement.

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

The school is one of six city schools authorized to offer the International Baccalaureate Diploma Program. Many teachers take on leadership roles and are key in moving forward an agenda towards school improvement. The school welcomed a significant increase of English Language Learners in grade 6.

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

The teacher response section of the environmental survey indicated a strong commitment by teachers to engage in the work of school improvement. This validates that our theory of action is working and both the school leader's vision as well as the to staff's investment to manage and oversee the school's improvement plan.

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).							
Strengthen instructional practices across classrooms so that they are aligned to the curriculum.							
Review Type:	SQR	Year:	2013	Page Number:	3	HEDI Rating:	E

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
	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.
All subject teachers, including Arts and Physical Education will engage students in rigorous coursework integrating the Common Core Learning standards and the International Baccalaureate Diploma Program as evidenced by their unit planning.

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
<ol style="list-style-type: none"> 1. Common planning time during the school day twice a week for a total of three hours (SOP 2.3) 2. Before and afterschool planning time as needed (SOP 2.3) 3. Teachers will submit unit plans with embedded performance based assessment tasks that address priority Common Core Learning Standards and the International Baccalaureate Subject area goals and objectives (SOP 2.5) 4. Teachers will utilize common, before, and afterschool planning time to assess and analyze student work generated from unit assessments (SOP 2.5)
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Assistant Principals of Supervision will supervise team planning and evaluate the readiness and rigor of performance tasks 2. Teacher leaders and Instructional Coach will guide the work during common planning time and facilitate the writing of unit plans 3. Teacher teams supervised by an AP will analyze student work products 4. Assistant Principals, Instructional Coach, and Teacher Leaders will make adjustments and create a plan to present to the Principal
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Principal and Assistant Principal will monitor progress through scheduled meetings and through the Artifact collection process 2. Principal and Assistant Principal will monitor progress through scheduled meetings and through the Artifact collection process 3. Principal and Assistant Principal will monitor progress through scheduled meetings and through the Artifact collection process 4. Principal and Assistant Principal will monitor progress through scheduled meetings and through the Artifact collection process
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Common planning occurs three times a week during the day for the entire school year 2. Before and afterschool planning occurs every day for 1-3 hours for the entire school year 3. Teacher unit planning occurs throughout the school year 4. Assessment and analysis occurs bi-weekly throughout the school year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. No additional costs associated 2. Teacher and supervisory per-session approximately 240 hours 3. International Baccalaureate Organization Annual fee 4. 140 hours for supervisory per-session

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	X	Title IA		X	Title IIA		X	Title III		X	Grants

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

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

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	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).

Differentiation in some classrooms is not yet evident. Provide multiple entry points during lesson delivery especially for English Language Learners and Students with Disabilities to produce high levels of student thinking and participation.

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

X	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

Enact 3 new, flexible curriculum options, which provides increased rigor though multiple entry points for all students to access learning opportunities and reach high levels of thinking and participation.

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

- Increase opportunities for online Blended Learning across high school core subjects via iLearn (SOP 3.2)
- Enact online blended learning literacy opportunities via Achieve 3000 in all English Language Arts classrooms in grades 6-8 (SOP 3.5)
- Provide increased opportunities for modification of unit and lesson plans for English Language Learners and Students with Disabilities (SOP 3.3)
- Teachers will collaborate to create additional entry points to the rigorous International Baccalaureate Diploma Program, Achieve 3000, and Adventa (SOP 3.4, 3.5)
- Increase the diversity of learning materials resources to maximize multiple entry points including, but not limited to computer technology, books, audio, visual aids (SOP 3.2)

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

- iLearn Implementation Manager will provide professional development opportunities and lab sites for HS teachers to develop their management of the blended learning approach
- ELA, ESL, and SPED teachers in grades 6-8 will receive training from Achieve 3000 to implement the program three periods per week in their classrooms
- The staff will participate in a full day (Spring 2014) Learning Retreat to engaged in adult learning opportunities to increase their capacities in the modification of unit, lesson planning, and IB Diploma program instructional planning to provide multiple entry point for all students
- Subject Team leaders and the Principal will collaborate to decide upon the necessary resources needed to successfully implement both online blended learning opportunities as well as the International Baccalaureate Diploma program

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

- HS subject teachers will utilize online Adventa assessment management software to track the progress of students in their classes. This progress will be discussed during biweekly discipline team meetings
- ELA, ESL, and SPED teachers in grades 6-8 will monitor the progress of Achieve 3000 every three weeks and will be Assistant Principal Supervision
- Instructional Coach, ESL, and SPED Coordinators will provide targeted professional development around modification of units and lessons for ELLs, SPEDs, and access to the International Baccalaureate Program during grade team and PD sessions

4. Additional computers, audio, and visual technology will be purchased to support the increased emphasis on online learning opportunities. Books and other learning aids will be purchased to address the increased rigor requirements of both the Common Core and International Baccalaureate Diploma Program
- D. Timeline for implementation and completion including start and end dates**
- iLearn Adventa in HS core subjects as well as Health have been in place since September 2013. HS Cognitive Math tutor blended model through Carnegie Learning has been in place since October 2013. Both programs will run through June 2014
 - Achieve 3000 will begin in January 2014 and run through June
 - The faculty retreat will occur during the Spring 2014
 - Materials will be purchased throughout the year
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Additional computers to facilitate school-wide Achieve 3000 program in grades 6-8 three periods per week per student
 - Full day staff retreat for planning Spring 2014
 - Planning time for teachers to modify lessons and units to address multiple entry points and increased rigor
 - Additional subject texts, audio, and visual aids to address the increased cognitive demands of the Common Core and International Baccalaureate Diploma Program

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

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

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	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 #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).

Even though students in some classrooms were able to use evidence and question each other....questioning and discussion were less rigorous in other classrooms.

Review Type:	SQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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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.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Teachers will engage in monthly ongoing professional development aligned to the Danielson Framework for Teaching to make informed and strategic decisions in their classroom instruction.

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

- Conduct frequent observations with special focus on Domains 3B (Questioning), 3C (Engagement), and 3D (Assessment) SOP 4.5
- Provide professional development aligned to Domains 3B (Questioning), 3C (Engagement), and 3D (Assessment) SOP 4.2
- Provide teacher coaches to provide individualized professional development to teachers SOP 4.3

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

- Principal and 2 Assistant Principals

2. 1 Instructional Coach
3. Network Achievement Coach
4. Literacy Consultant
5. Teaching Matters Consultant
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Evaluate the observation process with Assistant Principals by reviewing progress and data reports available through <i>Advance</i>
2. Evaluate professional Development plan with Instructional Coach and teacher leaders weekly to make necessary revisions based on observation data
3. Principal reviews Coaches' progress via weekly meetings and notes
D. Timeline for implementation and completion including start and end dates
1. Every week for the entire school year
2. Every week for the entire school year
3. Every month with cabinet for the entire school year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No additional cost associated
2. Instructional coach 15 periods per week for the entire school year
3. 22 days of contracted Coaching

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	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	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 #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).									
Increase the level of student engagement as indicated in Learning Environment Survey (LES)									
Review Type:	LES	Year:	2012/2013	Page Number:	11	HEDI Rating:	N/A		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
X	5.2 Systems and partnerships		X	5.3 Vision for social and emotional developmental health					
X	5.4 Safety			5.5 Use of data and student needs					

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
Increase 7 opportunities and partnerships to offer students additional activities and services.									

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. Learning through the Arts Program (LEAP) in Theatre Performance & The August Wilson Monologue Competition SOP 5.2									
2. International Baccalaureate Diploma Program SOP 5.2									
3. Small School Sports League SOP 5.3									

4. Afterschool Enrichment and Academic programming SOP 5.4
5. Saturday Academy SOP 5.5
6. College Bound Initiative SOP 5.2
7. Guidance Interventions 5.3
B. Key personnel and other resources used to implement each strategy/activity
1. Two Teaching Artists through the LEAP
2. Teachers trained to implement the International Baccalaureate Diploma Program
3. Coaches to run sports programs through the Small Schools Sports League
4. Teachers who will facilitate programs afterschool and on Saturday
5. Guidance Counselor, Social Worker and College Counselor
6. Supervisors to oversee programs
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Assistant Principals Supervision will monitor LEAP programs
2. Principal and IB Coordinator will monitor the progress of the International Baccalaureate Diploma Program implementation
3. Teachers and Athletic Director will monitor sports programs and tracking games, students' participation, and academic/behavioral standards for participation
4. Guidance I-log and notes
5. College Counselor tracks SAT testing and preparation, applications, and financial aid
D. Timeline for implementation and completion including start and end dates
1. LEAP programs meet weekly through May 2014
2. International Baccalaureate program implementation through June 2014
3. Small School Sports League through May 2014
4. Afterschool and Saturday academy through April for MS and May for HS
5. College Bound Initiative and Guidance interventions through August 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. LEAP Programs
2. International Baccalaureate Training for 6-8 Teachers and 3 administrators
3. Small School Sports League cost of equipment, uniforms, referees, coaches, and practice
4. Afterschool and Enrichment Programs
5. Saturday Academy 4 hours x number of participating teachers and 1 supervisor
6. College Bound College Counselor
7. No Additional Cost

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

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Communication gaps exist between school leaders and parents regarding goals, decision-making and school improvement.										
Review Type:	SQR	Year:	2013	Page Number:	6	HEDI Rating:	D			

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.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

Increase 3 opportunities and methods for communication with parents by June 2014

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. Monthly Calendar to parents with all school activities and other events SOP 6.3 2. Parent workshops facilitated by Parent Coordinator SOP 6.2 3. Enhanced communication for parents via Pupil Path SOP 6.3
B. Key personnel and other resources used to implement each strategy/activity
1. Bilingual Parent Coordinator 2. Skedula Pupil Path
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Parent Coordinator tracks parent communication via phone logs, Skedula 2. Skedula Pupil system creates on demand reports to monitor use
D. Timeline for implementation and completion including start and end dates
1. Weekly
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No additional costs associated 2. No additional costs associated 3. No additional costs associated

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	X	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	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Afterschool and Saturday Academy, Adventa, Achieve 3000, Kaplan SAT Prep	Small group instruction, blended online, one to one, computer aided instruction	Before, in class, and after school, and Saturday
Mathematics	Carnegie Cognitive Tutor, Adventa, small group instruction, afterschool and Saturday Academy	Small group instruction, blended online, one to one, computer aided instruction	Before, in class, and after school, and Saturday
Science	Mock Regent, Labs, Adventa, Achieve 3000	Small group instruction, blended online, one to one, computer aided instruction	Before, in class, and after school, and Saturday
Social Studies	Afterschool and Saturday Academy, Adventa, Achieve 3000	Small group instruction, blended online, one to one, computer aided instruction	Before, in class, and after school, and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Push-in, pull-out, small group and individual counseling, referrals to outside wellness agencies, Respect for All, LGBT	Small group instruction, blended online, one to one, computer aided instruction	Before, in class, and after school, and Saturday

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Relationships with organizations such as Teach for America, Teaching Fellows, and Teaching Residents provide most of our teaching staff. Teachers are provided with individualized coaching, ongoing professional development, and encouraged to participate in outside development opportunities.

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 are provided with professional development based on areas of need and the observation process. They receive assistance with unit and lesson planning to prepare them for the expectations of the Common Core State Standards.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students are identified and provided with supplies and assistance to support their education.

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.).

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 were consulted in Teacher Team Meetings and the SLT

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 09	Borough Bronx	School Number 324
School Name BRONX EARLY COLLEGE FOR TEACHING AND LEA		

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 Ms. Rivera	Assistant Principal Mr. Soler
Coach type here	Coach Ms. McMahon
ESL Teacher Dr. Atiri	Guidance Counselor Ms. Sabatino
Teacher/Subject Area Ms. Briceno (Spanish/ESL)	Parent Ms. Gabriel
Teacher/Subject Area Mr. Cadet (ELA)	Parent Coordinator Ms. Felix
Related Service Provider Ms. Capitumino(SETTS/Science)	Other Mr. White (ELA)
Network Leader(Only if working with the LAP team) type here	Other Ms. Malone(ELA)

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	509	Total number of ELLs	48	ELLs as share of total student population (%)	9.43%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							1	1	1	1	1	1	1	7
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	17
SIFE	4	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	19

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	1	0	19	3	5	19	0	10	48
Total	10	1	0	19	3	5	19	0	10	48

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						14	7	10	6	3	2	4	0	46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean								1						1
Punjabi														0
Polish														0
Albanian						1								1
Other														0
TOTAL	0	0	0	0	0	15	7	11	6	3	2	4	0	48

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	0	0	0	0		1	1	2	0	0		0	4

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	0	0	0	0		2	1	4	4	1	0	0	12
Advanced (A)	0	0	0	0	0		11	6	5	2	2	3	3	32
Total	0	0	0	0	0	0	14	8	11	6	3	3	3	48

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	0	0	0	0
4	0	0	0	0	0
5	13	1	1	0	15
6	7	0	0	0	7
7	11	0	0	0	11
8	3	0	0	0	3
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	15	0	0	0	0	0	0	0	15
6	6	0	2	0	0	0	0	0	8
7	10	0	0	0	0	0	0	0	10
8	4	0	1	0	2	0	0	0	7
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	3	0	4	0	0	0	0	0	7
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	4	0
Integrated Algebra	6	0	4	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	5	0	1	0
Physics	0	0	0	0
Global History and Geography	6	0	0	0
US History and Government	1	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Middle School ELA teachers administer the Scholastic Reading Inventory (SRI) assessment in September to all students. This test determines a student's literacy in several areas. In a computer-adaptive test, students are dynamically presented with questions. When a student answers a question correctly, the next question will be harder; if the student answers a question incorrectly, the next question will be easier. The item selection process continues until a strong level of certainty of the test taker's ability has been established, the test ends and a lexile scale score is provided.

High School ELA teachers administer the Gates-MacGinitie Reading Tests. The exams are specifically designed for older students and are designed to measure both vocabulary and comprehension. The vocabulary tests reading vocabulary. Each test word is presented in a brief context intended to suggest part of speech but not to provide clues to meaning. Students are expected to select the word or phrase that means most nearly the same as the test word. The comprehension tests measure students' abilities to read and understand different types of prose. All of the passages are taken from published books and periodicals. The content is selected to reflect the type of materials that students are required to read for their schoolwork and choose to read for recreation. Some questions require students to construct an understanding based on a literal understanding of the passage; others require students to make inferences or draw conclusions. The comprehension tests also measure the ability to determine the meaning of words in an authentic text context.

Both tests are administered three times during the school year: (1) at the beginning of the school year or upon intake, (2) midyear, in January, and (3) at the end of the school year, in June. Teachers review an item analysis of the test scores and determine the skills students need to work on in order to move on to a higher reading grade level.

This year, an item analysis of the baseline results revealed that 90% of ELLs who were tested are reading below grade level. In the reading comprehension part of the test, only an average of 50% of students tested were able to answer more than 50% of the multiple choice and short answer questions correctly. In addition amongst high school students there was a marked disparity between the students vocabulary scores and their comprehension scores.

Further study of the item analysis also revealed that students need improvement in the areas of use of context clues, inferencing, interpreting and analyzing figurative language, and comparing and contrasting.

This information informs curriculum changes across grade levels for both English and English as a Second Language. The skills mentioned above are a main focus for each unit. The baseline assessment results also help the teachers decide which strategies are best suited to improve literacy. Consequently, the school's professional development plan is also influenced by the findings from the administration of this assessment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - a. The data patterns across proficiency levels are as follows:

There is a general trend in the number of beginner students increasing as they are promoted to a higher grade level of the middle school. However in the highschool this pattern disappears

6th Grade students: 75% score as Advanced 19% as Intermediate and 6% Beginner

7th Grade students: 75% score as Advanced 12.5% as Intermediate and 12.5% Beginner

8th Grade students: 45% score as Advanced 36% as Intermediate and 18% Beginner

Analysis of the modality scores indicated the following:

93% of Middle School Students showed their greatest area of weakness to be in the area of writing.

72% of Middle School Students showed that the next area of weakness was in the area of listening.

In the High School:

9th Grade students are divided evenly between Intermediate students and Advanced with students

10th, 11th and 12th Graders all score as Advanced with the majority of the students demonstrating that they are stronger in Listening/Speaking rather than Reading/Writing.

Analysis of modality scores indicated a similar trend to that of the Middle School:

94% of High School students showed that their greatest area of weakness to be in the area of writing

66% of High School students showed that their next area of weakness was in the area of listening.

In the Regents exams, students have a higher passing rate in the areas of ELA and Algebra with a marked weakness in the area of the Humanities.

b. The ELL Periodic Assessment provides data that guides English and ESL teachers in preparing students for the NYSESLAT. Since the assessment is most patterned after the NYSESLAT, focusing on language acquisition skills, teachers are able to focus on developing specific skills needed by the students. The item analysis part of the Periodic Assessment results allow teachers to identify these needed skills.

c. The Periodic Assessment results confirm the need for the staff to integrate and prepare lessons with both language and content objectives as well as focus instruction and classroom discussions on the acquisition of formal academic vocabulary.

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](#))

The Bronx Early College Academies most recent School Accountability Report for our middle school indicated that we have not successfully achieved AMO in certain key demographics. Though we were within 4 points of achieving AYP for our African American students we fell short with those students of Latino descent.

These results coupled with the information from our NYSESLAT and periodic assessments (that our students show weakness in writing and listening) led us to invest in a new curriculum for the middle school: Expeditionary Learning.

This new curriculum was chosen because it: 1) integrates structures for assessment and data-informed practice that our teachers and students can understand and embrace 2) utilizes carefully articulated data analysis to guide priorities for improvement and 3) is carefully mapped to the new CCLS including the speaking and listening standards.

In addition our lead instructional coach has made it a focus of professional development to strengthen our staff's instructional skills so as to better address these areas of weakness as well as continuing to work on strengthening the entire staff's ability to support ELLs with multiple entry points in every lesson and unit.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Middle School students on the whole follow a similar pattern with Beginners seeming to make progress into the Intermediate range but the Intermediate students not making progress into the Advanced range.

High School students all follow the same pattern, which is majority of the students scoring stronger in Listening/Speaking than in Reading/Writing. In the Regents exams, students have a higher passing rate in tests that require less nuanced understanding of inferences

and overall authors choice.

Though students have all been offered versions of their Regents in their native language during every administration, to date students did not opt for them. Therefore there is no comparative data on the success rate of ELL students taking tests in English versus their native language.

b. The ELL Periodic Assessment provides data that guides English and ESL teachers in preparing students for the NYSESLAT. Since the assessment is most patterned after the NYSESLAT, focusing on language acquisition skills, teachers are able to focus on developing specific skills needed by the students. The item analysis part of the Periodic Assessment results allow teachers to identify these needed skills.

c. The Periodic Assessment results confirm the need for the staff to integrate and prepare lessons with both language and content objectives. Although the school follows the Transitional Bilingual Education Program model, teachers who are instructing in Spanish can still develop students' language acquisition skills by using the same strategies ESL teachers use, but in the students' native language. Paste response to questions here:

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](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

The school follows a uniform lesson plan format, which includes a Guiding Question, the CCLS for the lesson, the TASK and a Criteria for Assessment. These ensure that planning for instruction is a process that includes tasks that develop literacy skills of students in all subjects. Also, the consistent use of formative assessments and exit slips allow for strategic instructional decisions while a lesson is being conducted.

The results of each administration of the Gates-Macginitie and SRI are distributed to all content teachers in grade team so that all members of the instructional staff are aware of students language development. Then the data is unpacked during dedicated sessions so that modifications to the standard curriculum can be made at the grade level in consultation with the two ESL teachers.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Ultimately, the same measures the city and state use to determine the success of the school determines the success of the ELL program. The results (passing rate and progress) of state assessments (NYSESLAT, Regents Exams, progress in Performance Based Assessments) determine the success of the school's program for the ELLs. The school also looks at credit accumulation and whether a student is on track to graduate with their cohort.

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](#).)

Our middle school ESL teacher (Dr. Atiri with certification in ESL k-12) is responsible for the identification (using the ATS report RLER), screening and servicing of ELLS in our school. The is responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary) and the formal initial assessment. Dr. Atiri is fluent in English and Ms. Briceno is bilingual English/Spanish

The steps that we follow for the initial identification of those students who may possibly be ELLs are:

- Parents/guardians are required to fill out a Home Language Identification Survey form when registering their child for school. In a household where a language other than English is spoken, parents are given an oral interview to clarify language dominance. This interview is conducted in English or in the home language, where possible. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the LAB-R is administered.
- Students who do not pass the LAB-R are designated ELLs and by law must receive some type of language support either in the form of ESL, or bilingual education.
- Identified ELLs continue to receive language support services until they are proficient. (Students are entitled to language support for up to 6 years or until they test out of the program by passing the NYSESLAT). Proficiency is determined by student performance on the NYSESLAT, which is administered to ELLs every spring.

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.

The structures that are in place at our school to ensure that parents of first time entitled students understand all the program choices are:

-

Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. Our middle school ESL teacher (Dr. Atiri with certification in ESL k-12) is responsible for sending parents letters within the first two weeks of school the invitation to attend a parent orientation. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should RSVP to the orientation.

- At the orientation, parents are shown a video about the three program choices (see above). They are also informed about which programs are in place at our school. We discuss options on what steps to take if their program of preference is not available at our school; including having the child transferred to a school within the district that offers their selection.
- During the orientation, we have a question and answer session to clarify questions that parents may have. We assist parents in filling out the Program Selection form, in their home language, also providing an interpreter, if possible.
- If parents do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their program choices. We also offer to assist them with making a program selection. When we contact them, they are also informed that failure to make a selection before the due date may result in their child being automatically placed in a Transitional Bilingual Program, if there are sufficient numbers of students to do so. Otherwise, their child will be placed in a Freestanding English as a Second Language Program.

- However, we accommodate the parents by organizing one-on-one orientation sessions with parents who missed the orientation. Language services are also provided at these sessions.

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](#)].)

Our school ensures that Entitlement Letters are distributed and Parent Survey and Program Selection forms are returned by:

- Sending parents the Entitlement Letters and the Program Selection forms by mail and also by hand through their child.
- A checklist, of all parents in attendance, is maintained to ensure follow-up with those who were not able to attend.
- For parents who do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their choices and to assist them in the process of making a selection. They are also informed that failure to make a selection before the due date may result in their child being automatically placed in a Transitional Bilingual Education Program, if there are sufficient numbers of students to do so. Otherwise, their child will be placed in a Freestanding English as a Second Language Program.
- If necessary, depending on numbers of new enrollees, we will schedule more Parent Orientation/information sessions in the fall and in the spring

The entire process is overseen by Dr. Atiri and is assisted by Ms. Felix (our Parent Coordinator) all records are stored in the main office files.

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.

The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:

- A certified ESL Teacher conducts an informal interview with parents. The ESL teacher helps them to complete the Home Language Survey form in the parents' native language, if possible.
- Sending parents the Entitlement Letters and the Program Selection forms by mail and also by hand through their child.
- A checklist, of all parents in attendance, is maintained to ensure follow-up with those who were not able to attend.
- For parents who do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their choices and to assist them in the process of making a selection. They are also informed that failure to make a selection before the due date may result in their child being automatically placed in a Transitional Bilingual Education Program, if there are sufficient numbers of students to do so. Otherwise, their child will be placed in a Freestanding English as a Second Language Program. **However, every effort is made to ensure that parents receive their first choice.
- In cases where their selection may not be available, we also inform them of their options to have their child transferred to a school within the district that offers their selection.
- Collected information is inputted into ATS (using the ELPC screen) 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.

The Reading, Writing and Listening parts of the NYSESLAT are administered to eligible students during their normally scheduled ESL class time. The speaking part is administered by the ELL Coordinator (Dr. Atiri) and the other ESL Teacher (Ms. Briceno) by pulling out students from their ESL periods. All involved in the administration of the Speaking part undergo training and norming before they test students.

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. [①](#)
The ELL Coordinator (Dr. Atiri) regularly meets with Administration to give updates on trends in Parent Choices. In addition the ELL Coordinator (Dr. Atiri) meets with the school programmer and Administration once a trimester to discuss current levels and what impact those levels would have on the programming process for the next term

As per the program selection letters and the parent surveys, our program models align with parent choices. Most of our parents opt for the ESL program model and are informed of other options during the orientation and subsequent parent meetings.

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. Organizational Models –

The school is organized according to Departments and by Grade Team. The ELA and ESL teachers belong to the Lang A Department. Content area subjects are considered separate. However, teachers from different departments who teach the same grade level integrate with content area teachers in different departments to support content area instruction during weekly Grade Team Meetings. ESL teachers work with the content area teachers to reinforce topics in the ESL classroom. This is done during weekly common planning time. Furthermore, the teaching staff goes through weekly professional development which allows the opportunity to create assessments, analyze data, find trends in assessment results, and discuss strategies effective for the needs of our students.

Grade Teams are divided into the following manner:

- 6th grade (as a stand alone),
- 7th/8th
- 9th/10th
- 11th /12th

b. Program Models

Our ESL program at BECA is divided into middle school and high school, serviced by two certified ESL teachers.

Middle school: The program utilizes the homogenous, ungraded program model for our ESL Beginners; and the ungraded, heterogeneous model for the special education students from the self-contained classes (grade 6th-8th); as well as for the general education students (6th-8th) intermediate and advanced ELLs.

High School: We utilize the heterogeneous, ungraded program model for our high school (Intermediate and advanced) ELLs.

Students at Bronx Early College Academy travel together from class to class. These blocks are determined by the following factors: (1) credit accumulation, (2) number of Regents Exams passed, (3) NYSESLAT proficiency level (4) other related services that students may require.

The school uses a trimester model to give students the maximum opportunity to obtain credits.

Instructional time in school also runs from 7:19 AM to 3:35 PM, starting from Zero Period to Period 7.

Students are programmed for 8 periods (including intervention and enrichment classes) which include: Math (Algebra thru Calculus), Science (Living Environment, Biology, Earth Science, Chemistry and advanced Science Electives), Design Technology, Performing Arts (Acting and Film) Language B and Humanities. The school also follows a Trimester Model to allow for multiple opportunities for students to accumulate credit and make up for subjects failed.

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)?

In accordance with CR Part 154, we are attempting to provide close to the mandated number of instructional minutes for the different grades and proficiency levels.

At BECA, we currently have 49 ELLs divided into middle school and high school classes; they are serviced by two certified ESL teachers utilizing a pull-out/push-in, program model. Classes consist of students from different grades and of mixed proficiency levels. We have a lot of our ELLs spread out between several different grade level classes; as a result, it has so far been an enormous challenge trying to meet the mandated number of instructional minutes as per the CR part 154.

Currently, for the middle school, (34 students) we have been able to provide:

2 units of ESL (360/wk.) for Beginners
2 units of ESL (360/wk.) for Intermediates
1 unit of ESL (180/wk) for Advanced

Currently, for the High School (15 students) we have been able to provide:

300 minutes/week of ELA instruction

300 minutes/wk for Intermediates
180 minutes/wk for Advanced

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.

Instruction in all models is delivered in English but using several intensive literacy strategies to bridge gaps in education. Study skills such as how to take notes effectively, how to skim or scan a reading, and how to use the dictionary are all taught and become routine exercises across curriculums. This skills are relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers and thus align with the CCLS.

In order to have better comprehension of content area texts, teachers use different versions (teacher-modified versions or versions of text at different reading levels) of the same reading, whenever possible and available, to differentiate input. Teachers also use pre-reading activities such as activating prior knowledge with the use of KWL Charts and brainstorm maps. During reading, teachers demonstrate to the ELL students how to learn the meaning of vocabulary through context. Sheltered instruction strategies are implemented where students follow the collaborative learning model to do jigsaws, turn-and-talk dialogues, and group reporting.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All content area teachers are required to give baseline assessments available in both English and Spanish (with the exception of assessments in English or ESL classes). Formative assessments are also consistently given daily in all subjects, mostly in the form of exit slips.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formal Assessments of English Acquisition:

Middle School ELA teachers administer the Scholastic Reading Inventory (SRI) assessment in September to all students. This test determines a student's literacy in several areas. In a computer-adaptive test, students are dynamically presented with questions. When a student answers a question correctly, the next question will be harder; if the student answers a question incorrectly, the next question will be easier. The item selection process continues until a strong level of certainty of the test taker's ability has been established, the test ends and a lexile scale score is provided.

High School ELA teachers administer the Gates-MacGinitie Reading Tests. The exams are specifically designed for older students and are designed to measure both vocabulary and comprehension. The vocabulary tests reading vocabulary. Each test word is presented in a brief context intended to suggest part of speech but not to provide clues to meaning. Students are expected to select the word or phrase that means most nearly the same as the test word. The comprehension tests measure students' abilities to read and understand different types of prose. All of the passages are taken from published books and periodicals. The content is selected to reflect the type of materials that students are required to read for their schoolwork and choose to read for recreation. Some questions require students to construct an understanding based on a literal understanding of the passage; others require students to make inferences or draw conclusions. The comprehension tests also measure the ability to determine the meaning of words in an authentic text context.

Both tests are administered three times during the school year: (1) at the beginning of the school year or upon intake, (2) midyear, in January, and (3) at the end of the school year, in June. Teachers review an item analysis of the test scores and determine the skills students need to work on in order to move on to a higher reading grade level.

In addition to these standardized exams students are administered a series of periodic assessments by Pearson 3 times a year which provide teachers with an additional set of data to include in analysis of student progress.

Content area teachers evaluate students in English in internal teacher-made assessments administered at least once every marking period. These assessments are written, with some reading comprehension required. However, in the English and ESL classes, the assessments include a listening portion, in alignment with the English Regents Exams. Speaking proficiency is evaluated during class time, through class discussions, group presentations, and debates. All four modalities (Reading, Writing, Listening and Speaking) are assessed by content teachers using common school wide criteria that are subject specific.

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

Students with Interrupted Formal Education (SIFE Students) are programmed in the same manner as other ELL students. Using common planning time, teachers review the curriculum across departments to ensure that both linguistic and academic goals are supported in different content areas, and are part of each lesson. Following the content based language learning model, ESL teachers collaborate with content area teachers to reinforce topics in the language classroom. Assessment alignment to state exams, as well as data review, are also discussed during common planning time.

SIFE students are also programmed to take Saturday Academy classes to increase language exposure and recover any content they may be missing. They are also programmed into BECA Afterschool Program.

b. ELLs in US schools less than three years (newcomers)

Students who are completely new to the country initially receive instruction with a focus on the following skills: (1) phonemic awareness, (2) decoding text, and (3) lexile sophistication. The curriculum is developed with tasks that focus on Basic

Interpersonal

Communication Skills (BICS) initially, and then transition into developing Cognitive Academic Language Proficiency with the use of

the following scaffolding techniques:

- Vocabulary development in activities like What Did You See? and Inquiry and Elimination which not only allows

students to

practice using new words but also gives them a structured venue to master question and answer dialogues.

- Print-Rich environments in all classrooms (word walls, visuals and concept maps), regardless of the content area, to make key vocabulary and concepts accessible.

- Invitation, Response, Feedback (IRF) where the teacher first models the expected linguistic output, and then asks leading questions to encourage a response. After the student responds, the teacher gives immediate feedback in the form of repetition

with correction to demonstrate the desired response.

- Exploratory talk in the classroom where students engage in think-alouds, think-pair-shares, and information gap

activities in order to discover and negotiate meaning in a text.

- Read-Alouds and Shared Reading Models where teachers first model fluency and then provide opportunities for ELLs to interact with the text.

In addition to these strategies and to improve writing, Beginners in our school have access to Questia Schools (an online library and research tool for students which contains a collection of thousands of digital titles and productivity tools which support cross-curricular studies)

To improve skills in reading comprehension, students make use of Achieve 3000 and are assigned informational text in their

lexile levels. Following the reading activities are comprehension questions that are patterned after the questions of the English Regents

or the Middle School Grade Level State Exams .

c. ELLs receiving service 4 to 6 years

As evidenced by data over the years, students in Bronx Early College Academy fail to test out primarily because of their reading and writing skills, not listening and speaking. For this reason, the focus of the school for ELLs with 4-6 years of service is

reading comprehension and writing skills.

To address needs in writing, teachers begin with graphic organizers to brainstorm and build prior knowledge on topics to be discussed in the writing output. Key vocabulary is introduced and reiterated throughout unit lessons. The teacher models how to write the text, then proceeds with joint construction with the class or with a small group. Students then engage in independent writing, peer editing, revision, and publishing to complete the writing process. In every step, teachers have checkpoints/checklists

to ensure that expected outcomes are clear. Rubrics are also used to guide student writing.

To address needs in reading comprehension, teachers use guided reading where text is introduced, read, discussed and extended into independent activities allowing students to summarize, respond to and reconstruct the text. In order to facilitate meaningful discussions about the text, teachers explicitly teach how to create inferences and predictions based on evidence from the reading. .

In addition to these strategies and to improve writing, These students also have access to Questia Schools (an online library and research tool for students which contains a collection of thousands of digital titles and productivity tools which support cross-curricular studies)

To improve skills in reading comprehension, students make use of Achieve 3000 and are assigned informational text in their

lexile levels. Following the reading activities are comprehension questions that are patterned after the questions of the English Regents or the Middle School Grade Level State Exams .

d.Long-Term ELLs (completed 6 years).

Bronx Early College Academy has a very small population of Long-term ELLs. These students are grouped with other students in

the

same grade and proficiency level, and thus are exposed to the same strategies mentioned above for ELLs that have less number of years of service. These students receive differentiated instruction not only in varied versions of the input (a teacher-modified text with translations in the margins, or material represented in graphic organizers, story maps and timelines, for example) but also in expected output (alternative assignments tailored after their mixed abilities, step-by-step instructions for any task, and scaffolded assignments with hints in the margins or checkpoints after every step).

Literacy and study skills are reinforced in the classroom, for example, predicting, sharing existing knowledge, using KWL charts, modeled reading, skimming/scanning through text and rereading for details.

Students in this group also have access to Questia and Achieve 3000.

Former ELLS are provided with continued support in the classroom using the strategies mentioned above (Literacy and study skills are reinforced in the classroom, for example, predicting, sharing existing knowledge, using KWL charts, modeled reading, skimming/scanning through text and rereading for details.) but are also monitored by teachers at the Grade Team level and when warranted offered additional support during our afterschool tutoring program.

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?

Instructional Strategies for ELL-SWDs - Students with Disabilities are included in all of our mainstream classrooms and are therefore exposed to the same academic interventions and strategies listed above. Mainstream classroom teachers actively differentiate their lessons to scaffold for these students. Teacher from both the ELL teaching staff and Special Ed staff are present and actively participate in all Grade Team meetings so that content teachers are provided with continuous support in their efforts to differentiate curriculum in an educational appropriate way.

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?

Flexibility for ELL-SWDs - ELLs with disabilities may be pulled out by the Special Education teacher to receive services anytime during the school day, provided that the pullout session will support the content area materials being discussed in the class the student with disability is missing. The Special Education teacher modifies the lesson to bring it to the student's level. Students who are ELL-SWDs are programmed with regular students, only with the additional support in the form of teachers who push in or team-teach with the content area teacher. All strategies that apply to ELLs in our school are also utilized for students with disabilities.

Courses Taught in Languages Other than English 

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

Native Language Usage and Supports

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



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

native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Struggling students in content area subjects are programmed into the Afterschool Homework Help Program and the Saturday Academy programs. In these programs, teachers instruct in English and provide additional materials to reinforce content covered in regular school hours.

In addition, the school's guidance department monitors the progress and success of intervention strategies for students who are either off-track from graduation, failing multiple classes in a term, or have been identified as having literacy issues.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Though statistically Middle School students have been flat lining in the recent past in terms of academic growth, overall the students in the middle school are given being afforded more curricular support than in the past. In addition, ELLs are receiving more academic interventions than the school has historically provided and in the High School students are showing more progress as revealed by the number of kids on track to graduation at the beginning of senior year.

11. What new programs or improvements will be considered for the upcoming school year?

Student Council - This is the second year we will be having a student council that involves having class representatives and key members of the student body who act as student leaders. These students facilitate weekly meetings to discuss the needs and concerns of the students in their grade level. They also meet with their advisor and the Principal of the school on a regular basis to communicate the needs and concerns of the students in their grade level, as well as to have an ongoing dialogue with the teaching staff and administration of the school. Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

NA

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All Students are programmed into classes based on needs and interest. If a student has a request, their programs are changed based on availability and with the priority of helping the student work towards being on track to graduation.

In addition, teachers may propose afterschool programs to the administration, and pending approval, advertise these programs school-wide. The teachers first reach out to the students in their classes to see if there is an interest in participating in such programs. Then, the program is recommended by either other subject teachers or the guidance counselor, depending on the student's performance in classes. Finally, flyers are distributed and posters are put up to ensure that everyone in school is aware of the programs they can avail of.

Academic Services offered: Homework Help, Saturday School, CBI (College Bound Initiative)

Afterschool Programs include: Boys Basketball (both High School and Middle School), Girls Basketball (High School), Boys Baseball (High School), Flag Football (Middle School), Coed Soccer (High School), Step Team (High School and Middle School), Year Book (High School), CAT (Middle School), Glee Club (High School), Student Council (Whole School), Engineering Club (Whole School), and Math Club (High School).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

- a. SmartBoard
- b. Internet Access
- c. Spanish-English Dictionaries
- d. School Net
- e. Achieve 3000
- f. Questia

- g. Laptop Carts
- h. Audio-Visual Material to support textbook content (CDs, DVDs, etc.)
- i. Expediary Learning by American Reading Company
- j. Multi-language texts
- k. Leveled text with high interest topics

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

NA

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The programs and services offered to ELLs are planned in accordance with the needs of high school students who are preparing to go to college. Our resources and materials are college-preparatory level materials. Furthermore, in offering Saturday Academy and Homework Help programs that are high interest (such as drama, sports and music), students are given opportunities to develop literacy in a creative manner.

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.

Students who are new enrolles come in during the summer to receive orientation into the new school. This orientation is conducted by the 9th Grade Teaching Staff , members of the Student Council, in partnership with the administrators of the school. Paste response to question here:

18. What language electives are offered to ELLs?

In 9th and 10th Grade Students are programmed to take one class in Lang B every semester. If a student tests out, they are offered the opportunity to take Spanish as an advanced foreign language class, possibly to participate in the IB Diploma Programme .

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. The four principles that inform our professional development this year are as follows: (1) Questioning is intentional, (2) Student access to assignments matter, expectations connected to student achievement and (4) Staff collaboration is key to student success. These principles are based on the following premises:

- When teaching is not intentional, there are no discussions, no rubric. Routines are not in order and students lack support systems. Teachers can be better supported by professional development on how learning intentions can be more deliberate and target students' needs.
- Assignments should be rigorous, collected, challenging, and connected to evaluations mandated by the state.
- These strategies need to be taught intentionally and shared with students transparent.
- Expectations from students need to be raised so that students will meet it.

2. The school provides Staff Development during Common Planning Time. Furthermore, the school uses Chancellor's conference days and faculty conference days, as well as hours during Regents Exam Week, to provide workshops for the teachers. Topics discussed in these sessions include:

- Looking at Student Work and assessment results.
- Working with a At Risk Student Population (SIFE)
- Working with the Danielson Framework.
- Supporting ELLs and Students with Disabilities in meeting the Common Core Learning Standards.
- Using the Universal Design for Learning to support ELLs and SWDs in the content area classroom.
- Using the Universal Design for Learning to support ELLs and SWDs in the language classroom.
- How to support ELLs and SWDs in meeting Citiwide Instructional Expectations.
- Using classroom protocols to scaffold lessons for ELLs.
- Using Item Analysis to Inform Instruction for ELLs.

These topics are discussed within our school's cycle of inquiry, in which staff looks at student work to identify opportunities for learning, learns a strategy to address students' weaknesses, tries the strategy in the classroom, then assesses and evaluates the effectiveness of the strategy to address student needs.

These topics assist our teachers in delivering Common Core-align instruction but empowering teachers and equipping them with the tools necessary to fully engage our students in content at the highest levels as well as equipping them with the tools needed to overcome linguistic obstacles the keep students from accessing this high level content.

The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P.

3.

The Guidance Counselor also provides in-class sessions to help 8th and 9th graders understand both the highschool application process and the high school graduation requirements and how to read their transcript. Moreover, the staff have access to the Guidance Counselor and Social Worker in order to provide peer intervention and conflict resolution conferences to students who may be experiencing problems in and out of the classroom.

4. The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P. These sessions are planned and recorded by the Head Coach (Ms. McMahon) who maintains not only a record of activities but also feedback from teachers at each session that is used to inform and improve future PD.

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- The parents of Bronx Early College Academy students are involved in various ways:

1. Coming to the parent-teacher conferences during which this compact will be discussed as it relates to the individual students' achievement. This year, those meetings were/will be held on the following dates: October 24th and 25th, and March 27th and 28th.
2. Parents come for one-on-one meetings (scheduled or walk-in) with the Parent Coordinator, Guidance Counselor, Dean, and administrators to discuss the following issues:
 - i. Credit Accumulation
 - ii. Failure in Class
 - iii. Long-Term Absences
 - iv. Having more than 5 absences in a short span of time.
 - v. Behavior Issues
 - vi. Road to Graduation
 - vii. College Readiness
3. Helping our staff to organize events for students.
4. Parent Association Meetings
5. Contributing on School Leadership Teams, Parent Association and Title I Parent Advisory Council.
6. Awards Night - Parents of high-achieving students are invited to the Semi-Annual Awards Night of the school.
7. Our school has partnered with College Bound Initiative (CBI). CBI empowers young women and men to realize their higher education and life potential by placing full-time college guidance experts in high-need public schools. CBI counselors maximize students' college awareness, access, and financial aid awards for both students and parents of ELLS.
8. The Parent Coordinator, School Dean, Guidance Counselor, and administrators develop a close relationship with students and their families. The Parent Coordinator is the primary person who is available to consult with parents regarding the progress of their children and the family's needs.

Translation for Spanish Speaking families is available in house from 5 members of staff and translation services in languages other than Spanish can and are brought in as needed from District Resources.

9. Bronx Early College Academy will further encourage school-level parental involvement to address parents' needs by:
 - i. hosting educational family events/activities during Open School Week and throughout the school year;
 - ii. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
 - iii. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - iv. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
 - v. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

2- Bronx Early College Academy has partnered with College Bound Initiative (CBI). CBI empowers young women and men to realize their higher education and life potential by placing full-time college guidance experts in high-need public schools. CBI counselors maximize students' college awareness, access, and financial aid awards for both students and parents of ELLS..

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Rivera	Principal		1/1/01
Mr. Soler	Assistant Principal		1/1/01
Ms. Felix	Parent Coordinator		1/1/01
Dr. Atiri/Ms. Briceno	ESL Teacher		1/1/01
Ms. Gabriel	Parent		1/1/01
Mr. Cadet(ELA Middle School)	Teacher/Subject Area		1/1/01
Mr. White (ELA High School)	Teacher/Subject Area		1/1/01
Ms. McMahon	Coach		1/1/01
	Coach		1/1/01
Ms. Sabatino	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. Capitumino	Other <u>SETTS</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X324 School Name: Bronx Early College Academy

Cluster: 04 Network: 402

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

Part A: Needs Assessment Findings

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

The parents of ELLs fill out the Home Language Survey . The home language data is recorded in ATS, on the emergency contact cards, and in ARIS. The ESL teacher is aware of the home language and shares this information with the content area teachers , administration, and support staff. The home languages of the ELLs at BECA are Spanish, Albanian and Korean and are noted when the student is registered at BECA. There are faculty members who speak Spanish (including one of the ESL teachers) who can provide translation and interpretation. For Albanian and Korean , BECA would need to contact the NYC DOE's translation office or use an outside vendor. If parents indicate their desire to receive school notices in their home language, translated versions of notices are made available. Bilingual report cards are available. Interpretation can be made available at parent teacher conferences or at PTA meetings. Signage at the school informs parents that language services are available. In addition the bronxearlycollegeacademy.org website offers the ability to translate the site offerings into all the ELL languages required.

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.

On ARIS, student contact information of the ELLs indicates that for the majority of the ELLs there is a family member or other contact who is sufficiently fluent in English to provide interpretation and translation. Faculty members at BECA can provide language services in Spanish.

Part B: Strategies and Activities

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

In-house school staff is available to provide timely translation services into Spanish

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.

At BECA, there are school staff members that can provide oral interpretation in Spanish. To cover all the language backgrounds of our ELLS, interpretation into Albanian or Korean would need to be accomplished through an outside contractor.

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

Upon entry to our school, the HLIS is distributed. The language choice for communicating with parents is noted and content area teachers, the ESL teacher, and guidance counselors are informed. This information is recorded in ATS and ARIS and on the blue emergency contact card. The school provides lunch forms and any written correspondence in the parents' language of choice: English or Spanish. Special parent meetings are conducted by the ESL teacher who can provide interpretation in Spanish. The ESL teacher also provides interpretation during parent-teacher conferences. Other languages can be provided by in-house bilingual staff or by calling the DOE's contracted vendor.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Early College Academy	DBN: 09x324
Cluster Leader: Chris Groll	Network Leader: Cristina Jimenez
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We plan to have an afterschool program for targeted ELLs as a supplement to reinforce instruction delivered during the regular school day.

Rationale: In the afterschool program, we will be focusing on Reading and Writing. Judging from their performance on the NYSESLAT, most of our students are Advanced/Proficient in the areas of Listening and Speaking, but Intermediate/Advanced in Reading and Writing.

The data shows that a significant number our ESL students did quite poorly on the 8th grade NYS ELA test. Diagnostics administered in class also reveal that they have a lot of difficulty with the basic comprehension of grade level texts in particular. In line with those results, a number of them have also endeavored, albeit unsuccessfully, to pass the Regents' Exams. Specifically, all these tests align and show that their biggest area of need is in the area of information and understanding.

Essentially, if they are not able to understand what they are reading, it is hard for them to perform well and this is reflected not just the ELA tests, but in their other academic courses as well. Furthermore, we have also noticed that just as their reading comprehension skills are developing, their writing skills are also at best, elementary.

So the goal is to have a special class that will focus primarily in on strengthening their skills in these two areas in particular.

Subgroups and grades levels of student to be served: Primarily, we are targeting the high school students, seeing that they have the least time left and with the Regents close by. The plan is to work intensely with a small group to strengthen their skills in these areas of weakness.

The program will serve 12 students who have been identified as needy in these specific areas. So the class will consist of a heterogeneous mix of students, 3 at the Intermediate level and 9 functioning at the Advanced level of proficiency.

Breakdown:

9th grade – 6 students (2 ESL Intermediate/4 ESL Advanced)

10th grade – 1 student (ESL Advanced)

11th grade – 5 students (1 ESL Intermediate/4 ESL Advanced)

Schedules and duration: The program will take place on Tuesdays, Wednesdays and Thursdays from 3:20 – 5:20 pm. Starting on Tuesday, January 22, 2013, the program will run for 23 weeks and end on

Part B: Direct Instruction Supplemental Program Information

Thursday, June 20, 2012.

Language of instruction: The Language of instruction will be English. The program will employ current ESL strategies and scaffolding to make text comprehensible for all students.

and types of certified teachers: The program will be facilitated and instruction delivered by one certified ESL teacher.

Types of materials: To strengthen the students' skills in their areas of focus, the program will use Kaplan's Comprehensive English textbook and New Heights Literacy to review reading strategies. We will also review past NYS ELA and Regents tests both to build reading stamina and to prepare them for the kinds of questions that they need to work on in order to excel. These materials will also incorporate resources to help improve their essay-writing skills.

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:

Rationale: At BECA, we are committed to providing quality training for all staff members, which has a direct impact on student performance. Most of our students are current ELLs, former ELLs, or students for whom English is a second language, so essentially all members of staff are responsible for the delivery of instruction and services to ELLs.

Teachers to receive training: Seeing that all our staff members instruct and provide essential services to our ELLs, we provide multiple opportunities for the professional development for all our staff. Some of the staff workshops will be incorporated in our Monday PD sessions. Title III program plans for our staff include institutional as well peer support. To start with, we offer multiple PDs through our CFN.

Weekly grade meetings: Tuesdays/ Wednesdays: At these meetings, the ESL Department collaborates with teachers and assists them with modifying their lessons to take into account ELLs in their classes. We also have discussions about specific students who might be struggling and collaborate on ways to help them. In some cases, we collaboratively design alternative tasks that accommodate students' needs.

Beyond these meetings, we also have several workshops planned to targets area of teacher need.

1. We plan to have an initial workshop where the focus will be: Who are ELLs and what does that mean in terms of instruction? At this workshop we will address identification and programming information. We will also discuss the BICS and the CALP and why it is that some of their students seem to be fluent in

Part C: Professional Development

English but do badly on tests. At this workshop we will also be discussing state mandates and how students can test out of the program.

Rationale for workshop: We have decided to deliver this workshop because many of our teachers are brand new to the DOE and are struggling with these questions.

2. Our second workshop will focus on: ESL strategies in the classroom to enhance student engagement and academic performance. At this workshop we will collaboratively draw up a lesson plan for different disciplines. We will discuss ESL strategies and present a demo lesson on what this looks like in practice. Strategies include using visuals, sound, technology, teaching vocabulary, building background knowledge, and other ESL methods of scaffolding.

Rationale for workshop: As a school with many brand new teachers, most of whom are also new to the DOE, a number of our teachers are struggling to design successful lessons that meet the needs of our ELL population. The goal of this workshop is to provide them with practical tips and strategies to succeed.

3: The third workshop will focus on: Preparing for NYS tests and quick tips to show ESL students how to answer questions/ how to locate key information as they read. We will be reviewing the NYSESLAT exam as well as examining the language of the state tests to see what terms throw off students when they attempt to answer questions.

Rationale for workshop: A number of our ELLs are facing the Regents this year and they are ill-prepared to handle the comprehensive exams. Some of them have had several unsuccessful attempts and are beginning to feel frustrated. Targeted teaching and useful ESL strategies will help teachers prepare them better.

Name of Provider: These three workshops will be delivered by the ESL department. The ESL department itself plans to attend UFT, Bronx BETAC and DOE workshops on best practices for ELLs, teaching ELLs to write essays and incorporating the Common core into the curriculum. THE ESL dept will turn-key information to staff at PDs and staff meetings.

At BECA, in the spirit of the UDL, we are always reviewing our practices and providing information in the form of articles and/or reports that make available examples, different kinds of instructional activities and guidelines for helping ELLs succeed. Additionally, all language and ELA teachers will be attending an IB Middle Years Programs which will enhance their knowledge of language acquisition and literacy strategies [REDACTED]

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents have multiple opportunities for involvement at BECA. They have opportunities to be involved through volunteer work, for example: Learning Leaders help with office work, bulletin boards, making phone calls for our upcoming events as well as open house (parents of ELLs help make those phone calls that are in Spanish), lunch duty and hallway monitoring. Parents of ELLs have the opportunity to be trained as a Learning Leader volunteer by participating in a 6 hour training. These trainings, as well as all of the workshops offered at the school, are translated in Spanish. Parents also have the opportunity to assist with family events sponsored by our Parent Association. Parents of ELLs help us in translation (for ex: Computers For Youth Kick Off Day). All parents are kept informed weekly of the happenings at BECA through a weekly newsletter sent out by the principal and parent coordinator. Parent Teacher Conference, Curriculum Night, Open House, workshops at BECA, are used as a way to introduce all parents, including parents of ELLs to the typical schedule their children follow on a day to day basis. Parents are provided with translational and interpretation services verbally and in written correspondence. Opportunities for ELL parents to talk with each other, as well as with the ESL teacher, continue their understanding of our program at BECA, and ask any questions they may have are continuously available. An additional resource for parents is access to Pupil Path through the Skedula program. This program is an online grade book for teachers, as well as allow parents to keep track of their child's grades and behavior. Parents are informed of any activities through school messenger and memos that are either mailed or backpack. Our ESL Teacher works closely with all school staff including the parent coordinator to ensure that our ELL students are represented in all school activities.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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