



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BRONX LEADERSHIP ACADEMY HS  
**DBN (i.e. 01M001):** 09X525  
**Principal:** MR. KENNETH GASKINS, JR.  
**Principal Email:** KGASKIN@SCHOOLS.NYC.GOV  
**Superintendent:** MS. CARRON STAPLE  
**Network Leader:** MR. GERARD BEIRNE

### 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
KENNETH GASKINS, JR.	*Principal or Designee	
GINA PILOTTI	*UFT Chapter Leader or Designee	
CHARLENE WINT	*PA/PTA President or Designated Co-President	
SYLVIA MARRERO	DC 37 Representative, if applicable	
KATHERINE GUERRERO MICHAEL OYENUNGA	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
MICHAEL ANGLIN	Member/ PARENT	
KENIA ESCOBOZA	Member/ PARENT	
OLUAKEMI OYENUGA	Member/ PARENT	
CARMEN RAMOS	Member/ PARENT	
CAROLYN SCARBOROUGH	Member/ PARENT	
EMMA CARCAMO	Member/ TEACHER	
COURTENAY FORTUNE	Member/ ASSISTANT PRINCIPAL	
SHARON WHITE	Member/ PARAPROFESSIONAL	
	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The baselines are as follow: for the ELA Regents, 42% scored a 65 or above in January 2013 (when the majority of 11th graders sit for the ELA Regents); for the Global History Regents, 38% scored a 65 or above. The goal is to increase the percent scoring 65 or above by at least 2% by June 2014.

Based on the January 2013 and June 2013, Global History Regents results it is necessary to move beyond the development and implementation of the joint Freshmen ELA/Global Studies Common Core aligned curriculum into the creation and implementation of a joint Sophomore ELA/Global Studies Common Core aligned curriculum. Incorporation of the citywide expectation framework as a guide will lead to a 2% increase in the number of students scoring 65 or above on the Global History and ELA Regents by June 2014.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

An analysis of student performance for the past five years has revealed the connections between the Global History and English Language Arts. Therefore, reading and writing can be strengthened in both areas, which will lead to an increase in the number of students passing the exams with a 65 or above. The increase will be by 2%

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Developing a rubric that reflects the key components of document-based writing, citing evidence and a complete explanation of the evidence, thematic essays, analysis of primary and secondary sources, expository and research writing for both Global History and ELA ninth and tenth grade students. Presentations and projects that support the themes and/or units for Global History with literary and non-fiction reading texts for the ELA classes. Identifying and teaching vocabulary and key terms, writing, revising, editing, proofreading the construction of paragraphs from September to November before transitioning to full essays in December for both ninth and tenth grade ELA/Global History students will help to improve the students' writing.

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

1. ELA and Global History ninth and tenth grade teachers will create and implement ELA and History Common Core aligned curriculum and the Depth of Knowledge Levels in class lessons. Continued use of mock Regents exams as an assessment tool for students and teachers. Teachers will give instruction for Regents prep classes after school, three hour tutoring sessions on Saturdays, and three weeks prior to the January/June administration of the Global Studies and ELA exams. During common period planning the team teachers for these subject areas will design and give monthly uniform assessments in all Global Studies and ELA classes.

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

1. The targets to evaluate progress will include student performance on midterm assessments, mock Regents exams and uniform assessments that mimic the ELA and Global Regents exams. Specifically, students will improve their scores on thematic essays and DBQ-essays from 1s and 2s to earn at least a 3 or 4 on these assessments.

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

1. The start date for the implementation for the joint Freshmen and Sophomore ELA/Global Studies Common Core aligned curriculum, strategies, activities and assessments is September 2013 and the end date is the last week of May 2014.

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

1. Ninth grade students in ELA/Global History classes will be scheduled for Freshmen Writing courses to support the writing in both classes. RTI team researches and shares research-based strategies with teachers during common-planning periods and department meetings.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our Parent Coordinator will work with the E1/H1 teachers to accumulate and provide materials and training to help parents work with their children to improve their achievement level. Outreach by our teachers and Parent Coordinator to parents of students who are struggling with the E1/H1 curriculum and collaborating with parents to get students to attend after-school tutoring. Dialogue with parents via email, phone conferences and in-school conferences will take place regarding upcoming projects, presentations and assessments that students should prepare for.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In June of 2013, 37% of students scored 65 or above on the Integrated Algebra Regents. The goal is to increase the percent scoring 65 or above by at least 2%

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
An analysis of student performance for the past five years on the Integrated Algebra Regents has shown a decline in our Regents results for students passing the exam at 65 or above. According to our school's Progress Report (2012-13), however, we did not show any improvement in our numbers. Therefore, we will be offering prep-class reviews and on-line courses and pay close attention to the data from uniform assessments, to increase the number of students passing the exams with a 65 or above.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b> Prep courses and tutoring for students who scored below 65 on the Integrated Algebra Regents exam. Also students will have the support of experienced paraprofessionals to assist in the understanding of mathematics concepts.
<b>B. Key personnel and other resources used to implement each strategy/activity</b> The Math AP will monitor all math teachers, paraprofessionals and school teacher-teams that will be working in this program.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b> Continue to use mock Regents exams as an assessment tool, give monthly uniform assessment in all math classes, and use data to better inform instruction
<b>D. Timeline for implementation and completion including start and end dates</b> We will begin the tutoring and the on-line courses in November and target the January Regents exam. We will continue this for those students who may need additional help from February 2014 into June of 2014.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b> Common-planning periods are set up for each department and prep classes are scheduled for students who scored less than 65 on the targeted exam; Saturday tutoring as well as online courses will help students to succeed.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent outreach will take place through phone calls and PA meeting outreach. The Parent Coordinator will continue to work with the PA Executive Board to increase parental involvement. Workshops will be provided by the Parent Coordinator to encourage parents to get more involved in the life of the school. Teachers also are required to maintain contact with parents to inform them of their children's progress—this contact can take the form of phone calls, online parent-Skedula reviews, and in-house conferences, among other forms of contact.

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Our overall yearly attendance rate dropped 12% in 2013 from 87.5% (in June 2012) to 86% (in June 2013). Our goal is to improve overall school-wide attendance for the year by 0.5% in June 2014.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Student attendance must improve to reach the Chancellor's goal of 90%. Student achievement is dependent upon their attendance; students who have good attendance perform better and achieve more at school.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

Our school Attendance Team will continue to meet on a bi-weekly basis. This team will be comprised of the following members: the Assistant Principals, Attendance Teacher, Guidance Department, Family Worker, School Aides and the Parent Coordinator. Utilizing a variety of ATS attendance reports to help identify these students, the school's Attendance Team will work closely with parents and students to deliver services on a proactive basis. Professional development will be provided on an ongoing basis to help teachers deliver high-quality, student-centered instruction that will keep students interested in coming to class/school.

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

Continue to work with student support services (e.g., Project GEAR Up, music classes and Drama classes) to help encourage student attendance and participation in school. Also our school counselors will be working with students on future goals to help develop their understanding and vision of how increased attendance improves their high school success

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

Teachers will be expected to monitor and track student attendance and report findings to the Principal and Assistant Principals. Teachers will reach out to students and families in order to investigate attendance causes/issues. Teachers will report information to the Guidance Department if the previous steps have failed. Finally, continued attendance issues will be reported to the Attendance Team for further investigation and possible home visits.

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

Official records of student attendance (e.g., RISA and RDAP), will be included with all report card distributions. Professional development will begin on September 6<sup>th</sup>, 2013 and continue throughout the school year

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

1. The Attendance Team will monitor attendance utilizing ATS attendance reports and Skedula (an online grading/scheduling program) on a consistent basis to spot trends in attendance for an individual students or a class or grade level, paying particular attention to the target population mentioned above. The committee will also keep focus on the first and second period class attendance to better inform teachers of any improvements and to begin discussion for the next steps.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent outreach will take place through automated phone calls (School Messenger) any time a student is absent. The Parent Coordinator will continue to work with the PA Executive Board to increase parental awareness of the importance of student attendance to their success. Workshops will be provided by the Parent Coordinator to encourage parents to get more involved in the life of the school, as this will have the effect of increasing student attendance. Teachers also are required to maintain contact with parents to inform them of their children's progress and attendance—this contact can take the form of phone calls, online parent-Skedula reviews, in-house

conferences, among other forms of contact.

### ***Budget and Resource Alignment***

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

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

### **Goal and Action Plan #4**

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

#### ***Annual Goal #4***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Our graduation rate in 2013 dropped 12% (in June 2012 our 4-year graduation rate was 67%; in June 2013 our 4-year graduation rate was 55%). Our goal is to increase our 4-year graduation rate by at least 0.5%.

#### ***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our school's graduation rate fell 12% last school year. Student achievement is directly proportional to their graduation; students who achieve in class generally graduate on time.

#### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

Our school Academic Counseling Team will continue to meet on a bi-weekly basis with students. This team will be comprised of the following members: the Principal, Assistant Principals, Guidance Department, Family Worker, School Aides and the Parent Coordinator. Utilizing a variety of reports to help identify student's needs before it's too late, the team will work closely with parents and students to deliver services to help on a proactive basis.

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

Teachers, administrators, counselors and all members of the school community, including our students and their parents, are critical to improve the graduation rate. We will continue to work with students and their parents to help encourage student performance and participation in school. Our counselors will also be working with our students on goal setting to help in their understanding and vision regarding the importance of graduation.

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

Counselors will be expected to monitor and track student performance and progress. They will also reach out to families in order to investigate causes/issues that may affect overall student performance.

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

Official records of students' academic performance (e.g., ARIS, Skedula, Official School Transcripts, Report cards, etc.) will be examined for credit accumulation and Regents scores every marking period and throughout the school year, from August 2013 through June 2014.

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

Students who lack necessary credits for graduation will be scheduled for before and after school programs to help them prepare for their required exams. Saturday classes will be available for all students who may be in need of extra support. Tutoring will be offered to all students both after school and on Saturdays.

#### ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent outreach will take place through phone calls and PA meeting outreach. The Parent Coordinator will continue to work with the PA Executive Board to increase parental involvement. Workshops will be provided by the Parent Coordinator to encourage parents to get more involved in the life of the school. Teachers also are

required to maintain contact with parents to inform them of their children’s progress—this contact can take the form of phone calls, online parent-Skedula reviews, and in-house conferences, among other forms of contact. Counselors will maintain regular contact with parents regarding the progress of their children towards graduation. Parents will be given access to an online database (Skedula) that will allow them to monitor their child’s progress on a daily or weekly basis.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended-day program	Small-group instruction	Tuesdays, Wednesdays & Thursdays after school
<b>Mathematics</b>	Saturday enrichment program	Small-group & one-on-one instruction	Saturday sessions
<b>Science</b>	Extended-day program	Small-group & one-on-one instruction	Tuesdays, Wednesdays & Thursdays after school
<b>Social Studies</b>	Saturday enrichment program	Small-group & one-on-one instruction	Saturday sessions
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Extended-day program and Saturday enrichment program	Small-group or one-on-one instruction	Wednesdays & Thursdays after school or on an as-needed basis

**Title I Information Page (TIP)  
For Schools 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 *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Our school is proud of our tradition of attracting and retaining quality, qualified teachers who are committed to the school's mission of excellence.

Having a solid collaborative working relationship with teachers, parents and students makes for a pleasant work and learning environment.

Highly qualified teachers are always looking to work in schools where creativity is encouraged and supported.

Two ongoing effective strategies are:

- Music, Art, Sports, and other non-academic courses are the keys to balancing a well-rounded education, and they are often what keeps students in school. We remain committed to invest in seeking and retaining talented highly qualified teachers to teach Drama, music and the Arts.
- Staff development is centered around our daily common periods devoted to sharing best practices. Resource management strategies and discussions around creative thinking are encouraged and evaluated for effectiveness. The common-planning theme is teacher development in using technology and differentiating instruction in the classroom.

**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).

- We have a Literacy Coach on staff to provide professional development and help mentor new teachers. Our two Assistant Principals of Supervision provide professional development during common-planning periods as well, and encourage teachers to seek and participate in external PD opportunities, after which they turnkey the information to their colleagues. We also work collaboratively with support personnel from our Network to provide ongoing support for our teachers in the classrooms.

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

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

All funds are earmarked to provide the intended services for our students consistent with the required goals of each funding source. Each funding source is indicated on the SIPPs and P.O.s that are generated using those funds and non-consumable items are stamped with the funding source to ensure proper usage. Staff members (e.g., APO, RFA Liaison, etc.) responsible for administering the grants/budgets confer with the Principal to ensure funds are used consistent with intended purposes.

**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 are an integral part of the decision-making process—they are part of the School Leadership Team and work in collaboration with the Principal and Assistant Principals to evaluate different programs and assessment measures. Teachers also work with guidance from the APs Supervision to develop cross-disciplinary curricula to support the school's goals and support students in meeting all graduation requirements.

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>525</b>
School Name <b>Bronx Leadership Academy High School</b>		

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

Principal <b>Kenneth Gaskins, Jr.</b>	Assistant Principal <b>Tanisha Shields</b>
Coach <b>Patricia Cortez</b>	Coach
ESL Teacher <b>Dana Robertie</b>	Guidance Counselor <b>Sandra Santiago</b>
Teacher/Subject Area <b>Joseph Blasher/ESL</b>	Parent <b>Charlene Wint</b>
Teacher/Subject Area	Parent Coordinator <b>Kriston Jackson</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Gerard Beirne</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>722</b>	Total number of ELLs	<b>75</b>	ELLs as share of total student population (%)	<b>10.39%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained										29	19	20	7	75
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	29	19	20	7	75

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	41
SIFE	8	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	33

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	0	0	35	4	19	33	4	21	75
Total	7	0	0	35	4	19	33	4	21	75

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										27	19	19	5	70
Chinese														0
Russian														0
Bengali										1	0	0	0	1
Urdu														0
Arabic														0
Haitian										1	0	0	0	1
French										0	0	1	2	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	29	19	20	7	75

## 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)										5	1	3	1	10

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)										7	12	6	1	26
Advanced (A)										20	10	7	2	39
Total	0	0	0	0	0	0	0	0	0	32	23	16	4	75

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	0	0	0
	I										12	7	5	2
	A										10	7	9	5
	P										5	5	6	0
READING/ WRITING	B										6	9	2	0
	I										8	6	10	5
	A										15	4	8	2
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7	0	3	0
Integrated Algebra	46	0	20	0
Geometry	8	0	2	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	15	0	3	0
Living Environment	46	0	22	0
Physics				
Global History and Geography	27	0	8	0
US History and Government	7	0	3	0
Foreign Language	23	23	20	20
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

N/A

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Across the grades, the lowest scores were generally in reading. In reading, the students struggled with vocabulary, identification of the main idea and making inferences. They also brought little prior knowledge of the topics tested. Many students improved on their organizational skills in order to write structured essays for the exams. Speaking and Listening continue to be strengths since we have very few recent immigrants. The school as a whole emphasizes oral presentations, participation in role plays, and debates to develop students use of academic language.

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](#))

Patterns across NYSESLAT modalities as shown in the RNMR and based on the goals set forth in the AMAO there is school-wide emphasis on reading and writing across the content areas to improve students' basic literacy skills in every subject area. There is a focus on reading, especially in order to equip students with the necessary tools they need to thrive across the disciplines. Teachers will continue to put emphasis on utilizing graph interpretation to promote visual understanding and critical thinking. Students have been instructed to analyze graphs and translate their visual understanding in written form- a skill needed greatly in the science, math and social studies disciplines. The ESL program will continue to work towards this goal.

There will also be an increase in emphasis on the use of graphic organizers and Venn diagrams for pre-writing, as well as utilizing established rubrics geared towards challenging students to transpose information from pre-writing grids into the writing tasks (journal, essay, short paragraph form) that make the synthesis of their ideas and overall comprehension manifest. Provide extended-day tutoring and after school services to help students prepare for the reading and writing sections of the NYSESLAT, which will help students benefit from smaller group settings for personalized instruction. Students who are more reticent about participating or asking questions in general education classes are urged to come to the tutorials to strengthen math, reading, writing and science skills, i.e.: comprehension and execution of tasks or activities. A review of the AMAO also suggests that intensive language development and a more rigorous approach at the freshman and sophomore levels will be beneficial since passing the NYSESLAT is most frequent at the lower grade levels.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. As mentioned above, student results display a clear pattern of higher incidences of proficiency and advanced levels in the Listening/Speaking section and stagnant beginner and intermediate scores on the Reading/Writing section. The highest numbers of ELLs occurs in the freshman and sophomore years, with the majority of students testing out of ELL services by their junior and senior years. Due to the fact that very few members of our student population are literate in their native language, most do not opt to take any Regents exams in their native language.

b. Results of the periodic assessments have been mentioned above. They are shared through the Project Inquiry Team with the staff and instruction targets the areas needing improvement. The school is creating a study skills toolkit that will include graphic organizers, essay outlines, and note-taking strategies that will target ESL students specifically to be used across the content areas.

c. The school is learning that students are performing poorly due to difficulty in comprehending organizational patterns of the text, connecting events to themes and understanding the extensive vocabulary. Their ability to process and synthesize information in written form impedes their academic success. The greatest problem is general reading comprehension skills. Recalling details of the content and the pace of instruction moving too quickly for ELLs are yet other challenges. In addition, the students are weak in their comprehension of the overarching themes and the big ideas. Students generally prefer to take exams in English as the instruction is in English so concepts and vocabulary are more familiar than in their native language. Also, many students do not have a strong academic background in their

native language.

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](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teachers in the building collaborate with content-area teachers to ensure that ELLs are properly supported in their mainstream classes through the use of collaborative lesson-planning and the consistent use of scaffolding techniques, such as sentence starters, graphic organizers, non-fiction reading techniques, questioning techniques, teaching vocabulary from the Depth of Knowledge wheel and other research-based methods that have shown to be effective in developing second language abilities in students.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our program is mixed. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above. Administration and focus groups like the Inquiry Team and the RTI team use NYSESLAT scores, Regents exams, credit accumulation, and graduation rates among ELLs in order to ensure that they are receiving the necessary support services to attain success in the high school setting. The school often struggles to meet the AYP for Hispanic males, a subset of the ELL population in the school, and therefore the school often provides them with additional, targeted support to ensure that they meet the requirements of graduation.

## 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](#).)  
List notice indicates which students are ELLs. For non-list students, the HLIS is checked by the ESL Coordinator, Dana Robertie. For students new to the NYC public schools, an HLIS is administered by the ESL Coordinator and with the bilingual Spanish counselor, Sandra Santiago, they conduct an oral interview. The HLIS is given in the student's native language when it is available. The LAB-R is administered to those students whose HLIS indicates a language other than English and the students are eligible to be given the LAB-R as indicated by the RLAT in ATS, by the certified ESL Coordinator. All ELLs are given the NYSESLAT annually based on the list of students that are indicated as eligible for NYSESLAT testing in the RLER, RNMR, RLAT reports on ATS, and exam histories. Intensive preparation is given in the classroom and in after-school tutoring programs. The test is administered by the ESL coordinator and a member of the English department, assisted by a bilingual paraprofessional, in a separate location in the library with testing modifications for Special Education ELLs followed.
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.  
Within the first week of school, students new to the school are given registered by the pupil personnel secretary and given the HLIS in their home language, which is interpreted by the ESL Coordinator or a member of the administration. If the HLIS indicates a language other than English, then the parents are sent an Entitlement letter in their home language and the students are

given the LAB-R exam. Immediately afterwards, the LAB-R exams are handscored by the ESL Coordinator and if the student tested below the proficient level, the parents will be sent a letter by the ESL Coordinator inviting their parents to an orientation meeting. The letter is provided in the native language where available. The orientation meeting is held within the first 10 days of school. At that time, the ESL Coordinator and the Parent Coordinator explain the different language programs available and parents view the orientation videos in their native language about program choices. The parents are also informed of the current structures in place at the school for language programming. For parents that request TBE or Dual language programs for their child, their names are placed on a waiting list with parents of students of the same language group that have made the same choice while the administration works with teachers and staff to prepare for initiating the program once there are sufficient parent requests to form a class. For parents who do not attend the orientation, follow-up letters and telephone calls are made. Copies of the letters are kept on file. For on-going new admits, the same procedures are followed within the 10-day window.

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](#)].)

Entitlement letters, continuation of entitlement letters and transition letters are sent to parents within the first ten days of admission. Parent program selection forms and parent surveys are sent home with students if the parent has not made a selection after watching the video in their home language at the orientation or in the admissions interview with the counselor. Before being sent home, the letters are copied and stored in the students' cumulative records and in the student records kept in a separate location by the ESL Coordinator. The program selection forms and parent surveys are sent home with the students for parents to fill out and return with the students within the first 10 days of the school year. All forms are copied and stored in the students' cumulative record and in the student records kept in a separate location by the ESL coordinator.

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.

Parental decision forms, IEP mandates, the ELPC screen in ATS, and NYSESLAT scores are used to place students in the appropriate program. Within the first 20 days of the school year, the ESL Coordinator works in conjunction with the Parent Coordinator to update the ELPC screen in ATS. Where a TBE or Dual language program is indicated on the parental choice form or the ELPC screen, the counselor, Assistant Principal and Principal explain the current programs offered in the school to the parent in a formal interview. Parents who request a TBE or Dual language program for their student are then placed on a waiting list with parents of students of the same language group that have made a similar request. The administration will keep track of the waiting list and will determine when there is a sufficient number of students to create the appropriate program.

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.

A review of parent choice forms over the past few years shows that in all cases parents choose free-standing ESL programs over other programs. Where a TBE or Dual language program were to be chosen, the Parent Coordinator and ESL Coordinator will discuss the matter with the parent and place their request on the aforementioned waiting list.

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.   
The Freestanding ESL program offered at this school is in alignment with the parent requests.:

## 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. Instruction is delivered in a Self-Contained ESL model by the ESL Coordinator and a member of the English department.
    - b. The school uses an ungraded, homogeneous program model where the students are placed into ESL classes by their proficiency levels. The levels are determined by NYSESLAT proficiency levels and the RNMR report from ATS. Currently, we have two Intermediate/Beginner double period classes and two single periods of the Advanced level.
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)?

Currently, all Beginner and Intermediate students receive 540 minutes of ESL instruction, which includes a double-period block that is mixed with both levels of students. Those Intermediate students that are upper classmen also have a separate ELA class that provides them with 270 minutes of ELA instruction in a mainstream classroom. Advanced students receive 270 minutes per week of ESL instruction and 270 minutes per week of ELA instruction in a mainstream classroom. Tutoring is provided for all ELLs and former ELLs who have difficulties in their content-area classes.
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.

The content areas are delivered in English by certified teachers who have received training in ESL methodology. Content-area teachers collaborate with ESL teachers on a weekly basis at PD grade-level meetings as well as informally. ESL teachers reinforce content material through the SIOP or shelter English method of instruction. Extensive use is made of graphic organizers, KWL charts, outlines, visuals and video, as well as collaborative group work by the content area teachers to assist students in their focus on non-fiction texts in order to more closely align to the Common Core Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When new students enter the school and are identified as ELLs, Spanish-speaking students are formally interviewed by the certified bilingual guidance counselor to determine their native language abilities. Students are also given reading and writing diagnostics in their native language when available. Students are also given access to Regents Exams (excluding the English Comprehensive Regents) in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers rely heavily on the Reading Literature, Reading Informational Texts, Writing, and the Speaking and Listening Common Core Standards in order create their lessons to ensure that students are being evaluated in all four modalities in each lesson. There is a special focus on using non-fiction texts as the basis for the reading and writing instruction with ELLs. Teachers also infuse all lessons with elements of lecture, note-taking, class discussion, and student presentations in order to address the

students' Listening and Speaking competencies.

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).

Differentiated Instructional Approaches for ELL subgroups:

a.SIFE Students

For SIFE students, high interest novels are provided as reading materials. They also work on their native language literacy skills in their Native Language Arts class. We offer explicit ESL literacy skills and instruction (sheltered instruction, paired work, homogeneous grouping and visual aids, activating prior knowledge). They also have access to graphic text books that are used for instruction in literature, history and science. SIFE students are instructed in the same manner as long term ELLs otherwise. See below.

b.0-3 Years.

Students are paired with bilingual paraprofessionals when possible. They are also provided with leveled work, such as high-interest, low-level readers that are grade appropriate. They work on vocabulary development and translation from native language to English. They work on developing their listening and speaking skills as well. ESL teachers coordinate with content-area teachers and help them develop scaffolded activities: templates for writing, audio books, bilingual dictionaries, testing accommodations and after-school tutoring. For ELA classes, books in translation have been provided for students when possible. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries where available. Exams are also administered in their home language when available, and if requested.

c. 4-6 years.

For these students, there is more focus on reading and writing. A balanced literacy approach is used. In-class time is spent on independent and guided reading. Students work on analysis of literature with close reading assignments, journal writing, scaffolded essays that mimic Regents essays and NYSESLAT writing assignments. We incorporate small-group work based on ability level. Academic language and vocabulary in Regents directions are directly taught in preparation for Regents exams. After-school tutoring and mock Regents exams are offered to prepare them for exams, and to allow teachers to give the students one-on-one feedback on the deficiencies they need to work on in their writing. During high stakes testing periods, students are tested in separate locations and given extended time.

d. Long Term ELLs

For long-term ELLs who are in need of ESL services because of truancy or poor attendance, collaboration with attendance teachers and the guidance department is used to set up interviews with the families to discuss long-range plans, which may include counseling, credit recovery programs, transfers to alternative settings and to GED programs.

Long-term ELLs, who do attend school regularly receive instruction that targets literacy skills explicitly. Teachers administer diagnostic tests such as periodic assessments to identify areas needing improvement. Students in collaboration with their teachers set reading and writing goals and develop a process for monitoring progress. Students work on paraphrasing; they use graphic organizers to compartmentalize information for the purpose of determining importance and synthesizing information. They are also required to write paragraphs and essays after focusing on close readings of fiction, non-fiction and current events. The writing process, peer editing, and templates for Regents essays are used. Students are encouraged to use the habits of effective readers, such as to read and reread, participate in think-alouds, discussions, and group work. The long-term ELLs in our school place mostly in the Intermediate level or the Advanced level. Efforts are made to have students reflect on their own language learning process and experience and discover ways to improve. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries. State exams in their home language are offered when available, and if requested.

e. ELLs with special needs

IEPs are reviewed and teachers work on meeting the goals set therein. Organizational and behavioral goal-setting play a substantial part in their instruction. Collaboration with the Special Education staff is made in order to learn appropriate techniques for coping with the handicapping condition. More scaffolding and direct teaching of vocabulary are used. Instruction incorporates a variety of learning styles. Otherwise, instruction parallels that given to long-term ELLs.

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?

Teachers of ELL-SWDs initially rely on the Common Core Standards and Regents Exams to determine grade-level appropriate materials and skills to focus on in the classroom. Teachers then use a variety of research-based scaffolding methods such as CALLA and sheltered instruction to deliver the materials in a way that makes the content and language accessible to students. Across the content areas there is a focus placed on reading and writing skills, as well as teaching the academic vocabulary that ELL-SWDs need to understand and complete the materials given to them. The use of graphic novels, audio books, visual textbooks, physical manipulatives, and technology such as SMARTBoards and ELMOs are used in the classroom to aid teachers in differentiation of their content and delivery.

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?

At the school, an effort is made to place ELL-SWDs in the least-restrictive environment. The school follows an inclusion model with students mainstreamed into general education classes for most of their content-area classes. Teachers have grade-level and common-subject meetings at least once a week to meet and discuss effective instructional strategies and student progress in order to promote cross-content collaboration and uniformity among the subject-area teachers. Teachers also attend monthly Professional Development sessions given by the school's Literacy Coach. The school also offers an extended-day program three days a week for students that require extra support and tutoring in their classes. Classes with high concentrations of ELL-SWDs are also equipped with an educational support Paraprofessional that provides extra support in one-on-one and small-group settings. The school also has an offering of ICT classes that are co-taught by the content area teacher and a member of the Special Education department for students that require additional support in certain subject areas. The school has implemented the RTI framework in order to properly screen and identify the Tier 2 and Tier 3 students that are in need of academic and behavioral interventions. Most often ELL-SWDs are identified as those high-needs students and receive the appropriate in class and supplementary interventions.

**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:	Spanish		
Social Studies:			
Math:			
Science:			

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

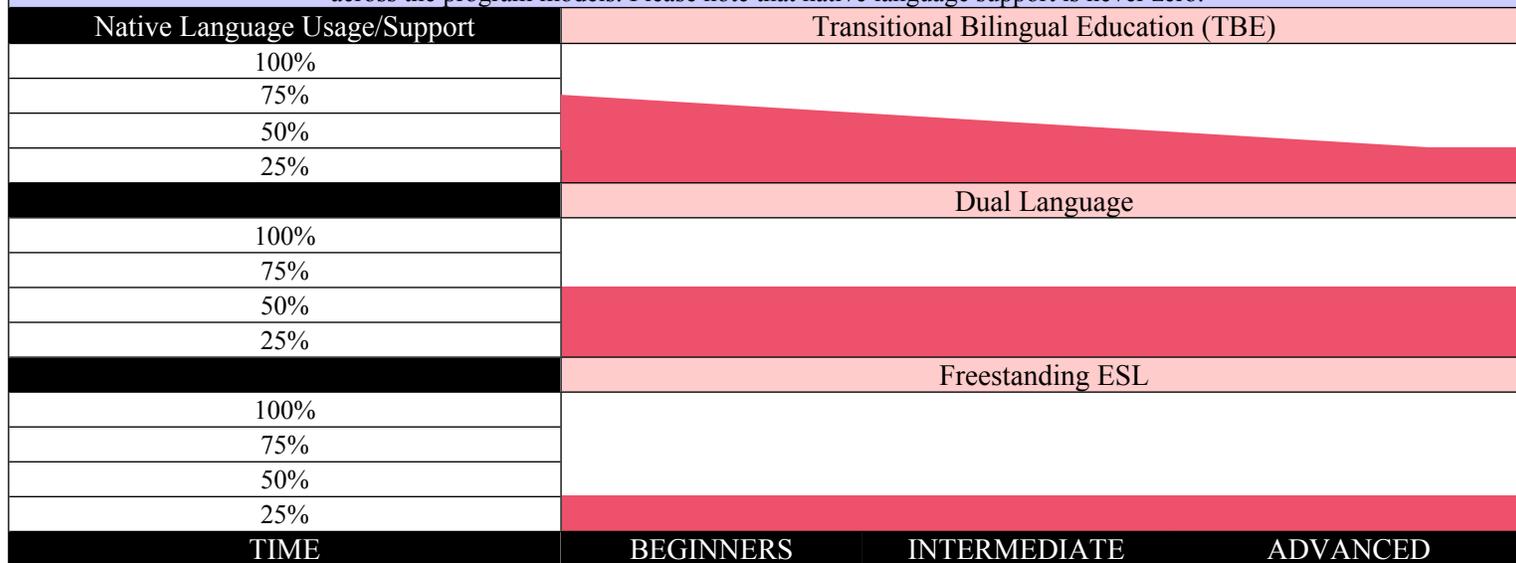
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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.
- In content areas of ELA, Math, Science, and Social Studies, beginning level ELLs receive a lot of modeling, graphic organizers, visuals, formulaic approaches, graphic textbooks, and content-area materials in their native language whenever possible as well as the assistance of bilingual paras when possible in their content-area classes. They are paired with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries are made available. Supplementary materials in their native language are used when available such as supplemental math texts, Science materials, and graphic novels for Social Studies. Intermediate and Advanced level students are encouraged to use English dictionaries. They are given vocabulary development exercises. ELLs with special needs receive reinforcement in their ICT classes for Math and Social Studies where they are given opportunity and assistance in doing homework and work on basic literacy skills. Uniform assessments and mock Regents exams in the areas of Math, Science, and Social Studies are used to specifically target weak areas. Instruction is then focused on improving these areas in small group settings. Extended day tutoring, Regents coaching programs and Saturday programs are offered for ESL students to target their performance in ELA, Math, Science, and Social Studies. Partners such as Gear Up and Theatre Development Fund provide enrichment activities such as books, theater plays, community service activities, and college trips.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based on NYSESLAT scores, Regents pass rates, credit accumulation, and graduation rates for ELLs students within the school, the current program is effective at meeting their needs. The school has had a 50% passing rate on the NYSESLAT with the majority of the remainder of the students seeing improvements in their scores. The credit accumulation and graduation rates amongst ELLs is also consistent with the rates of the rest of the student population. ELL and former ELL students are also consistently represented in the honors and AP classes within the school.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering putting ELLs in targeted homerooms so that no student falls through the cracks. ESL personnel and content area teachers will receive more training in Sheltered Instructions methods for use in their classrooms. The school is also in the process of creating a Spanish literacy Saturday Academy program that will target long-term ELLs that are not literate in Spanish in order to improve their native language literacy skills.
12. What programs/services for ELLs will be discontinued and why?
- Nothing will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are not segregated in our school. Notifications of special programs and activities are sent home in English and the students' native language. ELLs are present in all instructional after-school programs, such as extended day tutoring, as well as all extra-curricular and enrichment activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In ESL classes, students are taught using The Source materials, Voices of Literature, and various fiction and non-fiction novels from the English Language Arts curriculum and Shining Star texts for beginning level students. NYSESLAT preparation materials from Attanasio & Associates and Pearson are also used. Students are also exposed to various forms of technology (i.e. SMART Board and ELMO) and taught basic computer literacy skills such as Microsoft Word and PowerPoint. Dictionaries and glossaries (when available) are used in the content area classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For those students that are literate in their native language, they are offered enrollment in a Native Language Arts course for Spanish-speaking students as well as novels and other content area materials in their native language when available. Students also have access to the Regents Exams in their native language when available. For those students that are not literate in their native language, most support is offered in the form of bilingual support staff that can provide translations and explanations orally to students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services and resources are in alignment with students' ages and grade levels. The incoming Freshman students, especially those that also have an IEP, are given the highest level of support within the school. Those students are given the

accommodations mandated in their IEPs and given the correct hours of ESL instruction. They are also further supported by the school through the school's summer bridge program, after-school tutoring, and Saturday programs. As students get older, they are given more targeted support in order to support them in their Regents exam and meeting the requirements for graduation and beyond.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs are mandated to attend our summer orientation program. Bilingual support staff is made available and teachers monitor students to identify strengths and weaknesses so that students are appropriately placed in September.

18. What language electives are offered to ELLs?

Spanish language classes and Native Language Arts for Spanish-speakers are offered to ELLs.

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)?

N/A

## 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. Workshops in ESL methodology are offered on our professional development days for administration, subject area teachers, paraprofessionals, counselors, special-education teachers, psychologists, speech therapists, secretaries, and parent coordinators. Subject-area teachers also receive training by the ESL coordinator during weekly departmental meetings. The ESL coordinator also receives support in instruction and compliance issues from the network specialist. Administration, subject area teachers, paraprofessionals, counselors, special education teachers, secretaries, and the parent coordinator are notified of off-site workshops and seminars offered by education schools, the Department of Education, BOCES and Children First Networks. Our Project Inquiry team has targeted ELLs for investigation and has identified and shared information with the whole staff at faculty meetings. The information is used to inform instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of Project Inquiry is to assist a greater number of ELL students to accumulate credits, develop academic language proficiency and transition out of ESL the program.

2. All teachers in the school are provided with bi-monthly professional development sessions given by the school's literacy coach on implementing the Common Core Learning Standards in the classroom. The school also has a Reading Specialist on staff that provides the ESL and content-area teachers professional development sessions on various literacy strategies to help support struggling readers and writers in the classroom. All teachers are also required to attend outside Professional Development sessions about the Common Core Learning Standards at various points throughout the year and then come back to the school and turnkey the skills they acquired to the rest of the staff.

3. Teachers have access to the proficiency levels and exam histories of incoming ELL students that will be placed in their classes. The ESL coordinator also attends department meetings at the beginning of each year to provide teachers with student profiles and uniform approaches to use with students to help ease their transition into high school. School leadership and guidance counselors, using input from subject-area teachers, have used the RTI framework to screen and tier students in order to identify the ESL students that require extra interventions and support in their transition into high school. Those students requiring extra interventions are then presented to the staff along with an academic and behavioral intervention plan for teachers to follow with ESL students. Guidance counselors attend off-site professional development sessions provided by the Department of Education or Children First Network in order to assist ELLs as they transition to high school

4. Jose P. training given to teachers includes an overview of basic ESL key terms and programs. Teachers are then provided with student profiles that are characteristic of the problems and strategies that should be used for students at every ability level. Teachers also have the ability to bring in their own lesson plans and teaching materials and work one-on-one with the ESL teacher to add modifications and differentiate their materials for the ESL population.

## 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. There is a vibrant School Leadership Team as well as a parents' organization. Translation services, materials in Spanish and orientation sessions are offered to parents at all meetings.
  2. We partner with South Bronx Churches, which offers workshops on community organization, encouraging parental involvement. We work with the Bronx Borough President's Office Initiatives Programs on parental rights and responsibilities. Our Gear-up programs also offer parental workshops in college preparation, securing financial aid, and assisting with student laptops.
  3. Needs of the parents are evaluated by maintaining on-going communication, counselor outreach, examination of parental learning surveys and parental feedback at information sessions.
  4. We address the needs on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times that are most convenient for the parents to maximize attendance and participation from the surrounding community. For all events, whether organized by the school or the Parent Association, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Bronx Leadership Academy**

**School DBN: 09x525**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Gaskins	Principal		11/1/13
Tanisha Shields	Assistant Principal		11/1/13
Kriston Jackson	Parent Coordinator		11/1/13
Dana Robertie	ESL Teacher		11/1/13
Charlene Wint	Parent		11/1/13
Joseph Blasher/ESL	Teacher/Subject Area		11/1/13
Rachel McCormick/Spanish	Teacher/Subject Area		11/1/13
Patricia Cortez	Coach		11/1/13
	Coach		1/1/01
Sandra Santiago	Guidance Counselor		11/1/13
Gerard Beirme	Network Leader		11/1/13
	Other		1/1/01

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

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

DBN: 09x525 School Name: Bronx Leadership Academy

Cluster: 19 Network: CEI 536

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

### **Part A: Needs Assessment Findings**

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

Through ATS, reports such as the Home Language Report and the Supplemental Translation Allocation Report it is indicated that there are students who speak a language other than English at home. Review of these school documents indicates that outreach to bilingual parents requires a need for translation at meetings and written communication. There is also a survey conducted of how many parents attending meetings and open school days will require translation services and records are kept of teacher requests for in-person translation services.

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

The school currently has 320 students that have a language other than English listed as their home language. Among those students, the overwhelming majority are Spanish speakers but it also includes French, Fulani, Chinese, and Afrikaans. Teachers and staff in the school receive this information along with the list of ESL students that also might require extra translation services.

## Part B: Strategies and Activities

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

The school will translate all official documents sent home to parents - i.e. progress reports, notifications of meetings, promotion-in-doubt letters, admissions packet letters, and all correspondence related to ESL and Special Education services. The translation of official documents can be found on the Department of Education website for fast and easily accessible translations. For other documents, translations will be provided by teachers and staff within the building.

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.

To date, we have maintained adequate staff to provide translation services. Administration, Counselors, Teachers, Secretaries, Paras, School Aides, and Parent volunteers all play a role in the delivery of services.

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

The school utilizes official translations available on the DoE's website for parental notifications. We also have access to teachers, staff and parent volunteers through the Parent Association that provide translation services for written and oral communication with parents.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Bronx Leadership Academy HS</u>	DBN: <u>09X525</u>
Cluster Leader: <u>Debra Maldonado</u>	Network Leader:
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>72</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers:
# of content area teachers: <u>6</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Bronx Leadership Academy Saturday Academy

Rationale:

Bronx Leadership Academy's Saturday Academy has been designed to provide small-group instruction to our struggling at-risk ELL students (those in the bottom-third who are in danger of not being promoted or not graduating in a timely fashion). After reviewing NYSESLAT data, Regents scores, and credit accumulation rates, we determine those ELL students that need the most support in the areas of reading and writing. The program will target 50 ELL students.

Subgroups and grade levels:

<u>Subgroups</u>	<u>Grades</u>	<u># of Students</u>
<u>Newcomers (0-3 years)</u>	<u>9</u>	<u>12</u>
<u>3-5 Years</u>	<u>9-11</u>	<u>13</u>
<u>LTELLS (6 years or more)</u>	<u>9-12</u>	<u>25</u>
<u>Total</u>	<u>50</u>	

Schedule and Duration:

The Saturday program will begin in November of 2012 and take place every other Saturday for 24 weeks, ending in early June, with the classes running from 9:00 AM to 12:00 PM.

Language of Instruction:

The classes will be taught in English.

Number and Types of Certified Teachers:

The program will be run by six teachers. Three of the teachers are Special Education teachers as well, who serve our students that receive both Special Education and ELL services. The remaining content-area teachers are certified in ELA and Math.

Types of Materials:

The program uses high-interest reading materials and online resources designed to maintain our students' focus and promote their desire to succeed. Students are provided with leveled reading materials based on data collected from the NYSESLAT and ARIS. The teachers create lessons to support the students in the areas of reading and writing in the content area of ELA, specifically targeting the areas of reading comprehension, vocabulary accumulation, critical thinking, and making connections

## Part B: Direct Instruction Supplemental Program Information

between literary texts and nonfiction texts in writing. The students are also being supported in Math with teachers using Regents and State Exam scores to create a Regents Preparatory program to help students move towards college readiness in that subject.

The lesson plans will follow the Sheltered Instructional Observation Protocol (SIOP) model to support the acquisition of academic vocabulary necessary for students to have achieve greater levels of success on the NYSESLAT, Regents Exams, and classroom performance.

## 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:

The Title III Professional Development is structured to provide all teachers and staff with ESL training. The training will focus on identifying and using data to differentiate for ELL students. Teachers are also trained by a Reading Specialist in basic literacy skills in order to better support their ELL students in the content-area classes.

Teachers to receive training:

Workshops in ESL support and methodologies are for administration, subject-area teachers, paraprofessionals, counselors, special education teachers, psychologists, speech therapists, secretaries, and parent coordinators.

Schedule and Duration:

Training and workshops will be ongoing throughout the year, including during grade-level meetings, common-period planning periods, and on professional development days.

Topics to be covered:

Professional Development sessions will provide teachers will ESL training in the following areas:

- ~ Differentiating for ELLs
- ~ Using NYSESLAT data to drive instruction
- ~ RTI for ELLs in the high school setting
- ~ Reading and writing strategies for ELLs
- ~ ELL student profiles to better inform teachers of student needs
- ~ Scaffolding techniques for the content-area classes

Names of Providers:

## Part C: Professional Development

[Administrators](#)  
[ESL Coordinator](#)  
[Literacy Coach](#)  
[Reading Specialist](#)  
[Lead Teachers](#)  
[CEI-PEA](#)  
[NYCDoE](#)  
[UFT](#)  
[CFN ELL Support Specialist](#)

## Part D: Parental Engagement Activities

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

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

Begin description here:

### Rationale:

In order to get more involvement from parents of ELLs, the parent coordinator and ESL coordinator run events and workshops throughout the year open to all parents.

### Schedule and duration:

We address the needs of parents on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times throughout the year that are most convenient for the parents to maximize attendance and participation from the surrounding community. Parents also have the ability to attend monthly meetings where they are informed of the calendar of school events and receive information about outside community resources that are available to them. The open-door policy of the school is designed to encourage as much participation from parents as they desire when following up on the progress of their children, including the use of an online grading system through which parents can monitor the progress in real time.

### Topics to be covered:

The parental workshops are designed to allow parents to better support the academic development of the ESL students. Most workshops focus on college readiness among students and cover topics such as preparing the common application, obtaining financial aid, and visiting colleges outside of the NYC area.

### Names of Providers:

[Parent Coordinator](#)  
[Guidance Counselors](#)  
[ESL Coordinator](#)  
[Administrators](#)

**Part D: Parental Engagement Activities**

How parents will be notified of these activities:

For all events, whether organized by the school or the Parents Association, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance. In addition, all Title III documentation for parents is provided in both English and their native language to support their participation in and understanding of the services that are supplied for their children.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

