



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX LEADERSHIP ACADEMY II
DBN (i.e. 01M001): 07x527
Principal: KATHERINE CALLAGHAN
Principal Email: KCALLAGHAN@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: DEREK JONES

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
Passion Quick-Foy	*Principal or Designee	
Megan Reynolds	*UFT Chapter Leader or Designee	
Ada Goyco	*PA/PTA President or Designated Co-President	
Tatisha McKay	DC 37 Representative, if applicable	
Menorka Rodriguez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
James Reddick	CBO Representative, if applicable	
Tahira Rosario	Member/ UFT (para)	
Elizabeth Raynolds	Member/ Teacher	
Mildred Nunez	Member/ Parent	
Grevelin Ulerio	Member/ Student	
Rosemarie Bourne	Member/ Parent	
Ego Ozim	Member/ Parent	
Maricruz Martinez	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 07X527

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	515	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	1
Types and Number of Special Education Classes (2013-14)					
# Special Classes	3	# SETSS	25	# Integrated Collaborative Teaching	62
Types and Number of Special Classes (2013-14)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	36	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.9%	% Attendance Rate			82.3%
% Free Lunch	85.4%	% Reduced Lunch			6.7%
% Limited English Proficient	15.2%	% Students with Disabilities			20.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			36.4%
% Hispanic or Latino	59.7%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	1.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.21	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	2.6%	% Teaching Out of Certification			3.5%
% Teaching with Fewer Than 3 Years of Experience	52.6%	Average Teacher Absences			6.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	52.2%	Mathematics Performance at levels 3 & 4			52.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			61.9%
6 Year Graduation Rate	62.7%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Our decision to Partner with Blue Engine proved to be very successful, meeting and exciding our goals in math scores. Our goal was fro 60% of our 9 th graders to pass Int Alg and have 15% score above an 80. We had 80% pass, and 20% score above an 80. In addition we met our goal to have over 60% of our Geometry students pass and to have enough students for 3 sections of Alg II/Trig.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Focusing on both a new partnership and the common core was too many different focuses for our math department, and they were not able to do both well.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Our development process has been relatively smooth. We did not have a recent QR, and we did not have our progress report until Nov, which meant our goals were less cohesive.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Generally, we met all but part of one of the goals. We did particularly well with the Blue Engine, our attendance goals, our weekly meetings, and parent meetings. In addition, while our weekly meetings helped with communication, we did not move as far as we wanted in some of the pedagogy on our teacher rubric because had a number of 1 st -3 rd year teachers who were struggling with just classroom management			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.	As stated above the Math department had too much to focus on last year.		
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
We struggle to find the goals that will give us the most leverage as our PR comes out late, and the places we need to move the most are in curriculum and instruction which are slower to move. On our DQR (intervention) we did very well in most other areas. We are using Danielson for the first time, so setting goals with how much teachers will improve seems difficult.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
There were no identified subgroups. Our achievement target is a 70% graduation rate, and various sub-components listed in the goals.			
Describe how the school leader(s) will communicate with school staff and the community.			
Every staff member has a bla2hs.org email address, to which a weekly email from the principal is sent. In addition each person has a 1-1 check-in each week with an administrator. Each person is part of at least one team that meets weekly as well. We are partnered with South Bronx Churches a community organization, and we hold monthly PA meetings for our parents. In addition we have an open door policy with parents.			
Describe your theory of action at the core of your school's SCEP.			
We believe that if we hire the right people who are invested in helping close the achievement gap, set high expectations for the them, and provide them with opportunities to collaborate and receive frequent feedback and support, then our student's achievement will increase.			
Describe the strategy for executing your theory of action in your school's SCEP.			
As stated above, our teachers meet weekly with an administrator, and for 3.5 hours a week in collaborative meetings.			
List the key elements and other unique characteristics of your school's SCEP.			
We have two partnerships, one with Blue Engine, and one with lmentor			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
We met the first year benchmark for progress. We continue to make progress, and our Progress Report doubled from 2011-12 to 2012-13. I believe that we are able to continue this progress to be an even more effective school.			

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
No alt DQR recommendation for this tenet. However, PR showed only 19 th percentile score on ELA regents. And self knowledge of the school know that 3.1/5.1 in the DQR – 2.3 need to be improved							
Review Type:	n/a	Year:	n/a	Page Number:	n/a	HEDI Rating:	n/a

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
Partner with Blue Engine, so that by June, 1 st time ELA Regents pass rates will increase from 445 to 60% with above a 75 increasing from 5% to 15%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Partner with Blue Engine to place teaching assistants in 10 th grade ELA (2.4, 2.3)
2. Conduct weekly planning and Progress to Goal meetings with ELA 9 and 10 and Blue Engine to reflect on progress and implement strategies to accelerate student learning (2.3)
3. Learn from the Blue Engine goal setting systems/Data systems to inform goal setting as a school on a larger scale.(2.3)
B. Key personnel and other resources used to implement each strategy/activity
1. Funding for Blue Engine
2. Lead Teachers in ELA 9 and 10 to work with Blue Engine
3. Assistant Principals to work with the grade team leaders to implement literacy inquiry
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Interim assessments to track progress of students in ELA 9 and ELA 10.
D. Timeline for implementation and completion including start and end dates
1. Sept 2013-June 2014.
2. Quarterly check-ins between AP instruction and Principal about how often
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Blue Engine trains and places Teaching Assistants in classrooms – in this case 9 th and 10 th grade ELA to work with small groups of students to enhance differentiation, relationship building and 1-1 attention for students.

Budget and Resource Alignment

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

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).					
“Continue to revise curricula and academic tasks to consistently emphasize Common Core learning Standards, rigorous habits and higher order skills across grades and subjects for ELLs and SWDs”					
Review Type:	Alt DQR	Year:	12-13	Page Number:	5
		HEDI Rating:	Developing		

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.					
X	3.2 Enact curriculum	X	3.3 Units and lesson plans		
	3.4 Teacher collaboration		3.5 Use of data and action planning		

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.					
70% of teachers can consistently plan effective lessons as judged by 1e Danielson by May 2014. 5/6 units per course will have revised performance tasks and planned entry points for ELLs and SWDs in addition, on the School survey, the questions “My teachers make me excited about learning will increase from 10/44 strongly agree/agree to 25/50 strongly agree/agree.”					

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.					
A. Strategies/activities that encompass the needs of identified subgroups					
1. 1-1 support meetings with AP or Principal. (3.3, 3.2)					
2. Outside curriculum coach for struggling teachers (3.2, 3.3)					
B. Key personnel and other resources used to implement each strategy/activity					
1. Assistant principal/Principal time, google forms system for documentation					
2. Outside coaches for targeted curriculum work where needed.					
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity					
1. Danielson Ratings of 30 percent effective, 70% developing in January. Quarterly check-ins around teacher progress between Principal and AP					
2. By December, identify needs for extra curriculum work and coaches for					
D. Timeline for implementation and completion including start and end dates					
1. Start meetings in Sept, continue through to June.					
2. Review curriculum, assess 1-1 coaching impact on curriculum to identify where coaches are needed, identify coaches, start at least one coach by December. Continue to evaluate based on impact on curriculum, teacher interest, and mid-year budget adjustment.					
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity					
1. 1-1 support meetings will be a part of the school day for Principal and AP					
2. Coaches will be paid out of mid-year adjustment money.					

Budget and Resource Alignment

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

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

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

Develop a systematic process for analyzing student work and assessments in order to adjust instructional decisions to best meet the needs of the students

Review Type:	Alt DQR	Year:	12-13	Page Number:	6	HEDI Rating:	Dev
---------------------	---------	--------------	-------	---------------------	---	---------------------	-----

Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

Students on average improve on the ELA performance assessment by an average of 4 points, and each grade level team will have at least 1 intervention that they have scaled into grade wide literacy systems by June 2014.

Instructional Strategies/Activities

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

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

1. Every Grade Level Team will engage in inquiry work focused on literacy. (4.2, 4.5)

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

1. Assistant principals who meet with the Grade Team Leaders will train the GLT leaders on literacy inquiry and oversee its implementation over the year.

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

1. By Oct 31st, Teams will give, and score the ELA perf task pre test, and analyze data to choose target students. By the end of January, teams will have completed one cycle of inquiry, and target students scores on IAs are tracked. By march 31, Teams will have completed at least 2 inquiry cycles and plan at least one intervention grade wide. Target students scores on IAs will continue to be tracked.

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

1. See above.

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

1. See above

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

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

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

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

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

No Major Recommendation for this tenet – Using School Survey as a measure of student social and emotional health.

Review Type:	n/a	Year:	n/a	Page Number:	n/a	HEDI Rating:	n/a
---------------------	-----	--------------	-----	---------------------	-----	---------------------	-----

Tenet 5: Student Social and Emotional Developmental Health

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

selected to address the goal.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

Improvement in School Survey Results- Specifically:

1. We will increase metacognition around learning and SPIRIT in our classrooms through our feedback and language to students:
 - a. My Teachers give me Regular and helpful Feedback 27/62 strongly agree/agree to 40/50 strongly agree/agree
 - b. My Teachers Care about me (16/64 strongly agree/agree to 30/50 strongly agree/agree)
 - c. I keep trying when school work is challenging (30/56 strongly agree/agree to 45/45 strongly agree/agree)
2. Increase the number of students who feel “most students at our school respect students who get good grades,” by 10% from 61% to 71%.
3. Increase the number of students who feel “students at our school treat each other with respect,” by 10% from 51% to 61%

Instructional Strategies/Activities

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

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

1. Culturally Relevant Professional Development from NYU, Professional Development around Growth Mindset and language for feedback to students, Grade team foci on one of the issues above
2. Guidance counselors will push into College Seminar at least once each marking period, Period individual/small group/large group meetings with students, parents/guardians and school staff to maintain academic success/progression AND to acknowledge students who are academically successful. Publically celebrate students who are making academic progress and are academically successful. Establish incentives and rewards for students who are making academic progress and are academically successful.
3. Deans team will work with students in mediations, incentives, clubs, etc. Support content teachers and College and Career Seminar teachers share new rules, policies and procedures re: Anti-Bullying. Involve more students with Woodycrest’s Peer Mediation program. Work with Woodycrest re: cycling students in and out of the Peer Mediation program cycles as needed. Create a Deans’ Bulletin Board to celebrate the students who have shown behavioral growth.

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

1. ESI grant money for CRE, Participation in the Academic and Personal Behavior Pilot through Office of Secondary Readiness, Work with APs who work with the GLT leaders to support these. Feedback to teachers on individual lessons.
2. Guidance Team, College Seminar teachers. Teachers.
3. Deans team, Woodycrest Center for Human Development (CBO)

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

1. LIT anecdotes for feedback, feedback from teachers about PD activities, minutes from GLT meetings
2. Each MP guidance reflections and evaluation of how the push in went (guidance meeting minutes), tracking number of students failing more than 1 class/Course pass rates.
3. Numbers of referrals and fights month by month in google system.

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

1. August PD for teachers, Oct Faculty Meeting, Nov PD, and then follow up on Feb 3rd PD day. Others during the day.
2. Start Middle of October, then every 6 weeks since.
3. Create a google system by Dec to track this information, then start to use it, monitor it each month in deans meetings.

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

1. See above

Budget and Resource Alignment

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

PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

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

PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
---------------	--	---------------	--	--	--	-----------------------

	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

No Major Rec from Alt DQR, so based on Parent Engagement Data

Review Type:	n/a	Year:	n/a	Page Number:	n/a	HEDI Rating:	N/a
---------------------	-----	--------------	-----	---------------------	-----	---------------------	-----

Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

Have a more consistent presence at PA meetings throughout the year, increase by 20% the number of parent logins to Jumpro.pe (online grading system)

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

1. Create workshops/topics for each PA meeting, sometimes targeting a grade, sometimes not.
2. Create a Parent Involvement Team to strategize increasing parental involvement.

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

1. Parent Coordinator, College Counselor, AP Guidance
2. AP Guidance, Various teachers/staff/parents

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

1. Have a calendar at least two months ahead of time with various topics published for parents.
2. Create team by December. Work on at least one cycle of action plan/evaluation by March. One more by June.

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

1. See above.

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

1. See above

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
--	--------------	---	----------	---	----------	--	-----------	--	-----------	--	--------

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Students are asked and encouraged to attend a Credit Completion course during the summer. 9 th and 10 th Grade students have TAs in their classes through Blue Engine. Literacy prep courses and Humanities courses are offered during the school day to assist students in mastering skills and passing the ELA Regents exam for those who do not pass it the first time they take it. All of our 9 th graders are tested for reading level and several are then pulled into two reading classes or a humanities class for extra tutoring.	Small group in class, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
Mathematics	There are TAs for in class tutoring in our Integrated Algebra and Geometry classes. Students attend target tutoring during the summer, Saturdays, and after school. We offer targeted classes for student who have not yet passed the Regents during the day. The Honor Society offers peer tutoring for all students.	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
Science	Students are asked and encouraged to attend a targeted tutoring	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and

	<p>afterschool, on Saturdays and over the summer. A Living Environment Prep courses is offered to all students who have previously failed the Living Environment Regents exam. Peer tutoring.</p>		<p>after the school day.</p>
<p>Social Studies</p>	<p>Students are asked and encouraged to attend a targeted Credit tutoring afterschool, on Saturdays and over the summer. A regent based/preparation course was created for students who are struggling to pass their history Regents Exams. A Humanities course was designed and is offered during the school day to assist students in mastering skills and passing the History Regents exams. The Honor Society offers peer tutoring for all students.</p>	<p>Small group, one-to-one, and tutoring.</p>	<p>Students are asked and encouraged to attend tutoring before, during and after the school day.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>One on one counseling and group counseling. Especially for those students failing more than one class, with high absentee rates, and/or discipline issues. Targeted counseling for chronically absent students through an AIDP grant and Counseling in Schools.</p>	<p>Small group, one-to-one, and tutoring.</p>	<p>During the school Day</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

We created a rigorous interview process with set questions each attached to indicators that demonstrate the criteria that our school believes is necessary to be successful with our students. We use many of the best practices documented by The New Teacher Project, (TNTP) and work with TNTP consultants to ensure we hire the best teachers possible for our school. These include various retention strategies such as Professional Development, Leadership positions, positive feedback, team – teaching, for our strong teachers. We use an early notification system to identify future vacancies to start looking for candidates as early in the school year as possible.

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 offer our teachers many off-site professional development workshops, including many offered by Teachers College, College Board Advanced Placement, New Visions, DOE, Uncommon Schools, and others. In addition our teachers meet weekly in department and grade level teams as well as one on one with an administrator.

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.).

The APO carefully considers how we spend money and ensures all set-asides are done, as well as works with the principal to see the big picture to ensure all students are supported

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

n/a

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school is organized in both horizontal and vertical teams of teachers. Each team has a leader who meet with APs/Principal each week for communication and input on various decisions. In addition we use google forms to gather feedback from professional development and other staff events.

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.

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

BLA II Graduation Guarantee

On average 4 out of 10 students that start high school in the Bronx will not graduate. There are many things that can prevent a student from earning their high school diploma. As you start your high school career, we want to make you a promise.

You will graduate from high school and be accepted to college. You will receive scholarships, grants, and loan offers to pay for college. We will do everything in our power to insure this guarantee.*

Your success in high school depends on a partnership between you and the school. Below is a list of what we will do for you and what we need you to do to guarantee your graduation.

We will	You will	Your parent will
<ul style="list-style-type: none"> • Offer all NYS requirements for graduation in 4 years • Provide before school, lunch time, and after school tutoring • Offer challenging and engaging classes designed to meet and exceed the minimum requirements to graduate • Give regular and specific feedback about your progress towards college readiness • Help you set and prepare for your college and career goals • Offer opportunities to demonstrate leadership and community service in and outside of the classroom • Provide counseling and mediation services to help students in crisis • Ensure the safety of every student from bullying, threats, or fear of violence • Provide make up credit and test prep classes during summer school • Listen to and address your needs, concerns, and problems 	<ul style="list-style-type: none"> • Attend school everyday unless an illness would endanger your safety or the safety of others • Arrive at school no later than 8:20 am everyday • Attend afterschool, before school, or lunch time tutoring at least once a week • Attend PM, Saturday, or Summer School when assigned • Follow all school rules and procedures without protest • Treat your peers and staff with respect at all times • Actively participate in class (Ask questions, volunteer, listen, write, etc) • Alert your teacher when you do not understand what you are asked to do • Complete all assigned classwork, homework, and assessments to the best of your abilities • Be open and honest with yourself and staff about your needs and struggles 	<ul style="list-style-type: none"> • Attend Parent-Teacher Conferences in both the Fall and Spring • Attend at least 2 Parent’s Association meetings per year • Maintain up to date contact information with the school • Ask your student what they learned in each of their classes every day • Make arrangements that allow you to come to the school when your child is in crisis • Create quiet space in the home for your child to complete homework • Schedule your child’s appointments to minimize school absences (afterschool, during school holidays, etc) • Speak with your child’s guidance counselor at least once a year to discuss your child’s progress towards college readiness • Attend parent workshops (i.e. FAFSA) when provided • Make sure student gets at least 6 hours of sleep per night • Check student’s grades once per month with report cards, progress reports, or online grade book

**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 07	Borough Bronx	School Number 527
School Name Bronx Leadership Academy II		

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 Katherine Callaghan	Assistant Principal Jeremy Rynders
Coach Jonathan Shank	Coach N/A
ESL Teacher Elizabeth Raynolds	Guidance Counselor Tyrone Jones
Teacher/Subject Area Monique Cooper	Parent Aida Goyco
Teacher/Subject Area Sylvia Ruiz	Parent Coordinator Betty Robinson
Related Service Provider Ammie Duwai	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	519	Total number of ELLs	75	ELLs as share of total student population (%)	14.45%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	25
SIFE	4	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	29

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	30	4	4	16	0	5	29	0	16	75
Total	30	4	4	16	0	5	29	0	16	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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	18	10	9	59
Chinese														0
Russian														0
Bengali										3	1	1		5
Urdu														0
Arabic											1			1
Haitian														0
French											2	3		5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	3		1	5
TOTAL	0	0	0	0	0	0	0	0	0	26	25	14	10	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)										6	2	1	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)										4	9	9	2	24
Advanced (A)										15	11	9	6	41
Total	0	0	0	0	0	0	0	0	0	25	22	19	9	75

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19		4	
Integrated Algebra	50		38	
Geometry	7		3	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry	0		0	
Earth Science	2		1	
Living Environment	30		10	
Physics	0		0	
Global History and Geography	29		7	
US History and Government	10		6	
Foreign Language	9		7	
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.
1) Our school uses the Scantron performance series and the Wilson Reading Program to assess literacy levels. We have found that a majority of our students struggle with vocabulary. It is lowest scoring section along with decoding non-fiction texts. Students tend to fair the best in fiction reading. English curricula has been adjusted to put more emphasis on vocabulary and non-fiction reading.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Overall our students perform better on the speaking and listening sections of the NYSELAT but lag behind in the reading and writing sections. This pattern is seen in grades 9, 10, 11, and 12. This performance gap is mirrored in their native language as well.
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](#))
Students spend a majority of classroom time on reading and writing in order to address the data we have seen.
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?Most students have elected to take exams in English as their content vocabulary in their native language is limited. Teachers are using periodic assessment results to inform their instruction in stand alone ELL courses. Additionally, ELL teachers are forwarding period assessment results to content teachers along with individualized goals for ELL students.
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?
Teachers provide differentiated instruction to ELL students under the advice and guidance of our ELL instructors. Teachers are regularly given performance data about their ELL students in order for them to evaluate the success of their recent instruction.
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.).
We evaluate the success of our ELLs in several ways. We look at their performance on state exams including the NYSELAT and regents exams. Additionally, we track student progress in credit accumulation and their progress towards 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.](#))
The HLIS is given to the parent by our Pupil Personell Secretary, B. Piniero, when students first register with the school. The

interview is then conducted by an ELL certified pedagogue on the 1st day the family comes to the school. If the native language is Spanish, the interview is completed by Ms. Raynolds. If the native language is French, we will use our French teacher, A. Dondero. If another language is used we would require the DOE interpretation service. Students identified as ELL are given the LAB-R assessment by our ELL coordinator, E Raynolds, within 10 days of student admission. LAB administration in Spanish will be completed by Ms. Raynolds. The NYSELAT exam is also administered by our ELL teachers M Cooper and S Ruiz. Our data specialist, N Vasudevan, will run ATS reports to identify students not tested.

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.
After a student is tested and found to need services, parents are invited to the school for an orientation within 10 days. Parents meet with our ELL coordinator, Ms. Raynolds (a pedagogue), who will explain to them the options available to them and help them find the program that is best suited for their child. Parents can make their selection then or return their selection form via mail or with their student. When TBE/DL programs become available for interested parents they will be contacted via phone by our parent coordinator.
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 [\[see tool kit\]](#).)
Forms are mailed to student homes and given to students in school by our parent coordinator. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information. Completed letters will be filed with student records. Students NYSELAT and continued enrollment letters are mailed out once scores are available. Students ESL teachers collect these forms from students.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ELL coordinator, guidance counselor, and parent collaborate to agree upon the best placement of the student. Any translation needed is provided by the school. Placement letters are distributed by the ELL coordinator. Placement letters are filed with student records. Continued entitlement letters will also be filed with student records.
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.
ELL students are given a testing schedule where they are pulled from content courses in order to complete the NYSELAT exam. Absent students are tested during a makeup testing section the next week. The testing coordinator, N. Vasudevan, pulls the list of eligible students from ATS for the ESL coordinator, E. Raynolds. Students take all 4 parts in one sitting in order to prevent partial testing.
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. 
Parent surveys are reviewed upon student admission in order to monitor trends in parent choice. All but 3 parents have elected a standalone ESL program. 3 parents desired a Dual Language Program for their students. As this is an insufficient number of students to create a Dual Language Program, we assisted those families in finding an appropriate program for their child at another school. We will continue to look out for dual language and bilingual teachers when hiring each year.

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])?
 1. a. At Bronx Leadership Academy II, we offer a mixed grade level sheltered English for beginners class, two sections of mixed grade level sheltered Intermediate/Advanced ESL, and ELL push in support in 9th grade science, 9th grade Global History, and 11th grade U.S. history.
 - b. ESL Beginners and ESL Intermediate/Advanced sheltered classes are programmed homogeneous by proficiency level and heterogeneous by grade level. Push in classes are programmed heterogeneously by proficiency level and homogeneously by grade.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - 2) We provide 570 Minutes of instruction per week to beginners and intermediates. We provide 285 minutes of ESL services and 285 minutes of ELA instruction to advanced students. NLA will be implemented if requested from parents.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Content area courses are taught with a sheltered English approach. Materials are made or modified by individual teachers to be accessible to students with limited english proficiency but relevant to course standards. ELL sheltered classes uses content material from a variety of courses to assist in content specific language acquisition in addition to providing instruction on the structure and mechanics of the English language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Students are provided with translation materials whenever possible. Teachers are given access to alternative language textbooks and regents review materials. Most materials currently used are targetted towards spanish speakers as this is our majority population as of right now. The school is currently in the process of obtaining more spanish language texts and texts in Bengali, as this is a growing population this year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Students interim assessments are based off of the NYSESLAT exam and therefore include all 4 modalities. Students will take these assessment 3 times before their NYSESLAT exams.
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).

ELL students are given programs and instruction relevant to their individual needs. Teachers work in grade level teams twice per week to identify student needs and share best practices.

a) Students with interruption in formal education are assisted in making the transition back to school in several ways. If students are illiterate they enrolled in a small reading class (12:1), otherwise they are placed in our ELL beginner class (12:1 in order to receive further support. Our parent coordinator and attendance team work with families in obtaining any necessary supplies for school.

b) Students are enrolled in a team teaching ELL push in content course depending on their current credits, with a content teacher and an ELL certified instructors for 57 minutes per day (285 minutes per week). Students are additionally enrolled in a sheltered ELL course to specifically focus on their reading and writing skills for 57 minutes per day (285 minutes per week). Push in classes are programmed heterogenously by proficiency level but homogenously by grade. Pull out classes are heterogenous for grade and proficiency level.

c) We provide 570 Minutes of instruction per week to beginners and intermediates. We provide 285 minutes of ESL services and 285 minutes of ELA instruction to advanced students.

d) Students are enrolled in a team teaching ELL push in class with English and ELL certified instructors for 57 minutes per day (285 minutes per week). Students are additionally enrolled in a sheltered ELL course to specifically focus on their reading and writing skills for 57 minutes per day (285 minutes per week). Push in classes are programmed heterogenously by proficiency level but homogenously by grade. Pull out classes are heterogenous for grade and proficiency level

e. FELLs continue to have access to native language materials in the content classes if requested, in addition to glossaries on tests. FELLs, along with advanced ELLs, have the option to join the after school English class for continued support.

- 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?

A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials (grades 9-12) are made available in all of these classes.

- 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?

A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials are made available in all of these classes. Students are only given the supports that they are mandated to receive or that their families or teachers think would be beneficial as to ensure they have been placed in the least restrictive environment. Besides the one pull out period all other classes are in a full inclusion environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Science:				

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

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

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

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

Native Language Usage and Supports

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



TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
Team teaching is used in ELA, Math, Science, and History to lower the teacher to student ratio for targeted students. Team teaching services are typically offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELLs have continued to struggle in reading and writing development more so than in listening and speaking, as demonstrated in boy the NYSESLAT and ELA regents.
11. What new programs or improvements will be considered for the upcoming school year?
We have partnered with the Blue Engine Teaching Assistants program to place college educated teaching assistants in every 9th and 10th grade ELA and Math courses. This means that all 9th and 10th grade ELLs have student to staff ratio of no more than 5 to 1 in their math and ELA courses. We anticipate this will greatly improve their reading and writing performance.
12. What programs/services for ELLs will be discontinued and why?
We previously offered a small (~15 student) English class for 9th grade students with struggling literacy skills (that often contained a high amount of ELL students). Additionally, we had push ELL services for 9th grade ELA classes. Since we have allocated resources for teaching assistants in those areas we have decided to discontinue the small class and move push in service to social studies and science.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are permitted to participate in all school programs. Students with LEP are partnered with bilingual students to assist in afterschool programs. Bilingual staff are present both before and afterschool to help students with any potential language barriers. ELL students are invited to participate in extracurricular activities during club fairs at their lunch, over public announcements, and by flyers throughout the school. ELL students are offered afterschool tutoring in all content area and english courses.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Bilingual dictionaries, Rosetta Stone Language Software, Alternative language textbooks, and Edge Curriculum (for Intermediate and Advanced Students)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided by bilingual staff members and through partnering students with more proficient bilingual students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Resources are purchased that are designed for use with high school age students, grade 9-12.
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.
Prior to the school year new students are encouraged to attend a one week bridge program ran by our 9th grade teacher team and our community partner, Woodycrest Center for Human Development. ELLs that enroll during the school year are introduced to the school by a collaboration of the guidance counselors, ELL coordinator, and their grade level teacher team.
18. What language electives are offered to ELLs?
French and Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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) Outside Professional Development will be used to support our ELL staff. ELL staff then provide ongoing PD for content teachers of ELLs, assistant principals, paraprofessionals, psychologists, secretaries, and parent coordinators. PD planned to date includes:
 - 10/29 - Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators
 - 11/21 - Interschool Visit
 - 11/22 - Interschool Visit
 - 1/28 - Enriching World Language Instruction: Practical Strategies and Interactive Activities for Increasing Your Students' Achievement and Motivation
 - 2) Teachers meet one period per week with their assigned supervisor to discuss curriculum plans, lesson plans and strategies aligned to the Common Core Learning Standards and how to continue to best support our ELL students in meeting these standards. This involves classroom observations, lesson study, lesson reflection, intervisitations, and reflection.
 - 3) 9th grade staff meet twice per week to discuss student transitions from 8th to 9th grade
 - 4) Our professional development plan for all new personnel working with ELLs includes a teacher orientation and training in August before the start of the academic year. The training takes place over 2 days for 4 hours each day. Attendance records are maintained by administration. Teachers observe and practice literacy strategies, learn how to identify ELL students, and write lesson plans.

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) Parent association meetings take once per month and with spanish language translation provided. Half of front office staff is biligual in English and Spanish to ensure parents can be greeted in their native language.
 - 2) The school is partnered with two community support organizations, South Bronx Churchs and Woodycrest Center for Human Development.
 - 3) Parent surveys and parent coordinator feedback
 - 4) Parent coordinator works to provide workshops relevant to parent needs. Workshops include college readiness, FAFSA information, internship and job training, etc.

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 II

School DBN: 07X527

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katherine Callaghan	Principal		11/13/13
Jeremy Rynders	Assistant Principal		11/13/13
Betty Robinson	Parent Coordinator		11/13/13
Elizabeth Raynolds	ESL Teacher		11/13/13
Aida Goyco	Parent		11/13/13
Monique Cooper	Teacher/Subject Area		11/13/13
Andrea Dondero	Teacher/Subject Area		11/13/13
Jonathan Shank	Coach		11/13/13
	Coach		1/1/01
Tyrone Jones	Guidance Counselor		11/13/13
Derek Jones	Network Leader		11/13/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **07X527** School Name: **Bronx Leadership Academy II**

Cluster: **5** Network: **561**

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

Part A: Needs Assessment Findings

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

RHLA report in ATS was used to identify 194 of our 506 total students home language was Spanish. There are 11 students whose home language is not English, Spanish, or French.

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.

All materials mailed home to parents should be available in Spanish and English. When parents come into the school we should be able to provide oral interpretation in Spanish, Sign Language, and French. Additionally, staff members calling homes will need in school contacts for interpretation in Spanish and French. There are 11 students whose home language is not spoken by a school staff member. Faculty and staff have been provided with instructions on how to use the DOE oral interpretation for communication with those families. Translation and interpretation methods were described to staff during professional development in the beginning of the school year.

Part B: Strategies and Activities

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

All mailings and letters sent home to parents are sent in both English and Spanish as these are the languages of 93% of our student's homes. Spanish translations are completed in house by our bilingual family worker. Additionally, Spanish translations can be performed by the school secretary and our dean/community associate. Parents are surveyed in the beginning of the year about how they would like to be contacted by the school. Our parent coordinator has this survey translated by the DOE's translation unit so that it is available in all student languages. Further translations are then made by outside vendors as parents request them.

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.

Oral interpretation services will be available in the school in the following languages: French, Spanish, and Sign Language. Phone interpretation is also available in Spanish and French. These services will be provided by our school staff. Spanish interpretation is available from our secretary, community associate, our two Spanish teachers, and our family worker. French interpretation is available from our French teacher. Sign language interpretation is available from our sign language instructor. Interpretation in other low incidence languages will be made available upon request/need. This will require the use of an outside contractor.

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

Our parent coordinator provides each parent with a copy of the Bill of Parent Rights and Responsibilities in their native language. These are distributed when students register with the school and during open school nights. The parent coordinator posts a sign in the most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. This is principally accomplished by our bilingual office staff that can answer phones in the native language of 93% of our students.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Leadership Academy II	DBN: 07X527
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 78
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: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will be running after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will work at their own level with Rosetta Stone software. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-11. Allowing students to work at their own level and pace on computers while our ESL teacher and a content teacher conference, tutor, and help with content area work will be the best use of our limited ESL certified personnel. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

Tutoring 3 days/week 2 hours/day=6 hours/week for 32 weeks = 192 hours of after school tutoring with Rosetta stone and help with homework with a certified ESL teacher and content teacher, Team teaching approximately 20 students. A history and/or English teacher will team teach with the ESL certified teacher, depending on the need the students. This is above and beyond the mandated minutes that the students are required under CR Part 154. Tutoring began 10/1/12 and will run until June Regents (6/7/12) on Mondays, Tuesdays, and Thursdays.

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: Our ESL staff each have less than 5 years of experience teaching. Therefore our greatest PD need is to obtain greater expertise for our ESL department. We have found and hired an experienced ESL/History teacher to act as a coach for our ESL department. Jonathan Shank will work for us 1 day a week in order to directly coach ESL and content teacher in more effective ESL instruction. He will work with S. Ruiz (an ESL teacher) in developing a push-in ESL model for ESL students in 10th grade Global History. He will work with N. Andre and E Bullen (content teachers) to better ELL instruction and differentiation techniques in 9th grade Global History (Global History has proven to be the most difficult for our ELL students). He will work with Donahue (Spec Ed teacher) and Sowa (content teacher) to better ELL instruction and differentiation techniques in 11th Grade US History (US History has proven the 2nd most difficult exam for ELL students). Mr. Shank will also work with our leave replacement ESL teacher to ensure continuity of ESL services while one of our teachers is on medical leave. Lastly, he will work with the History department at weekly meetings to implement techniques that encourage students to

Part C: Professional Development

Speak and write more in class.

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: Parent activities BLA II parents - including parents of ELLs - have numerous opportunities to become involved in their child's education. Our Parents Association meets monthly in the evening. Parents Association meetings include translators for parents who do not speak English. Parents may elect to serve on the School Leadership Team. In addition, teacher teams frequently invite parents to meet with them both during and after school. Topics are chosen relevant to upcoming events in the school and the needs of parents found by our parent coordinator, B. Robinson. Parents are notified of these meetings by mail and telephone. Both modes of communication are provided in English and Spanish.

BLA II partners with South Bronx Churches, a community-based organization (CBO) which provides a number of services for parents and students. In addition, we have a relationship with Woodycrest, another CBO. Woodycrest staff members provide services to students and parents during the school day and after school. Both organizations work with our Parents Association to deliver content relevant to community needs.

Our Parent Association and Parent Coordinator survey parents annually to evaluate their needs. Parent Association meetings, incentive programs, and other after-school activities are geared to meet the needs of parents as expressed to the Parents Association and the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

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