



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS

DBN (i.e. 01M001): 07X551

Principal: JEFFREY GARRETT

Principal Email: JGARRETT2@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: SHANNON CURRAN

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
Jeffrey Garrertt	*Principal or Designee	
Elana Eisen Markowitz	*UFT Chapter Leader or Designee	
Deborah Debuc	*PA/PTA President or Designated Co-President	
Denise Garcia	DC 37 Representative, if applicable	
Steven Kerlew Krysellie Galvez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nelida Gonzalez	Member/ Parent Association	
Carmen Perez	Member/ Parent Association	
Deborah Carr	Member/ Parent Association	
Laura Mercogliano	Member/ UFT	
Tiffany Marrero	Member/ UFT	
Jake Thomas	Member/ UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

In the 2013-2014 school year we will improve our students' academic performance and outcomes as measured by the following indicators:

We will reduce the number of middle school students scoring level 1 on the NYS Common Core Math and ELA exams in middle school

Subject Area	Percentage of Students Scoring level 1 2012-13	Average score for students scoring level 1 2012-13	Target Percentage of Students Scoring level 1 2013-2014
Math	70%	1.82	50%
ELA	64%	1.86	44%

We will improve credit accumulation in high school, particularly among our youngest and most struggling students in the school

Subgroup	2012-2013 Performance	2013-2014 Target
Percentage of students earning 10+ credits in 1 st year	68.3%	74%
Percentage of students in lowest 1/3 earning 10+ credits in 1 st year	51.9%	55%
Percentage of students earning 10+ credits in 2 nd year	71.4%	75%
Percentage of students in lowest 1/3 earning 10+ credits in 2 nd year	45.8%	49%

Comprehensive Needs Assessment

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

Upon review of our 2012-2013 school year data by our school leadership, our SLT, and our network support team from the Urban Assembly, we determined that there is significant and urgent need to make improvements in student performance in the above mentioned areas.

With a progress report grade of "F" for our middle school, it is clear that our students' lack of adequate progress on the CCLS state math and ELA exams was far below our school's past performance. Our grade represents a misalignment of instruction with the expectations and rigor of the standards, and the kinds of learning activities and performance tasks that students experienced on a daily basis in class. Addressing this issue will be a primary focus of our efforts to improve our school this year.

While we earned a grade of "A" for our high school during the 2012-2013 school year, our greatest area of need for improvement is credit accumulation. While we saw double digit gains in students earning 10+ credits per year in comparison to the 2011-2012 school year, this remains our priority area of focus, and a critical need for continued improvement this year, particularly as the CCLS begin to impact state testing for high school students.

Instructional Strategies/Activities

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

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

1) Improving Middle School State Math and ELA Exam scores and reducing the percentage of student who score level 1:

- We will conduct a curriculum audit to ensure that the instruction we plan and deliver in the classroom is aligned to the language, rigor, and expectations of the CCLS.
- We will create a targeted after school academic enrichment program for student to boost performance on the state exams and support development of important CCLS exam aligned skills and strategies.
- We will provide ongoing instructional coaching and professional development for MS teachers provided by:
 - The UA Network
 - School administration
 - Colleague coaching and support through PLCs

2) Improving annual credit accumulation for high school students

- We will conduct quarterly data reviews to track pass rates and strategize around how to intervene with students who are struggling and adjust our practices to improve student outcomes
- We will continue to emphasize student intervention in grade team meetings
- We will use office hours strategically to support students who are on the cusp of passing to improve performance
- We will continually reflect on grading and assessment practices that promote student achievement

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

1) For our MS improvement efforts, we will utilize the following resources:

- a. **CCLS curriculum Audit** -- We will utilize coaches from our network in the areas of math and ELA instruction, as well as special education and school culture, to facilitate half-day planning sessions, in class coaching and after school professional development
- b. **After school enrichment** – Our AP of instruction will coordinate with teachers to select instructors for the after school program, and have grade teams select 15 students in each grade in both math and ELA to target for the program
- c. **Coaching and support** – We will use coaches from the UA network, to provide weekly classroom visits and feedback to teachers, as well as facilitation of PD and team meetings.

2) For our HS improvement efforts, we will utilize the following resources:

- a. **Data reviews** – Our F status data manager will prepare detailed pass rate reports with data disaggregated by sub group (IEP, ELL, race/ethnicity, gender, etc.), by department and by grade for teacher analysis and reflection
- b. **Grade team kid talk protocols** – Grade team leaders will continue to facilitate weekly discussion about students who are struggling, focused on identifying behaviors of concern, articulating triggers or antecedents, and strategies individual teachers and the team can implement
- c. **Office hours** – Advisors and teachers will target students for office hours who are failing, or who are struggling and need to (re)establish solid footing in classroom performance. Students will receive office hours passes to be allowed to leave lunch and attend small group tutoring with teachers
- d. **Grading and assessment** – Both in mid year eval conferences, and in quarterly data reviews, teachers will be prompted to reflect on grading and assessment practices to make adjustments to practice that promote student achievement and meeting rigorous expectations in class.

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

1. Please see targets listed above in the goal statement

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

1. For our MS improvement efforts, we will adhere to the following timeline:

- a. **CCLS curriculum Audit** – In the months of November and December we will double our department meeting time to create additional time for common planning. We will also conduct a half-day planning session facilitated by network instructional coaches. Throughout the 2013-14 school year we will conduct 3 periodic planning half-days for teachers to continually facilitate common planning and CCLS alignment
- b. **After school enrichment** – Grade teams will review data and identify targeted students in late November and early December 2013. In Mid January 2014 we

will begin the program, using READY NY CCLS aligned curricula. We will conduct twice weekly sessions with 15 students in both math and ELA in each grade through April 2014.

- c. **Coaching and support** – With support from the UA network, we will host math, ELA and special ed instructional coaches on average 3 times per month beginning in November 2013 for full day visits that will include classroom observation, feedback sessions, professional development, and curriculum planning. These visits will continue through spring 2014.

2. For our HS improvement efforts, we will adhere to the following timeline:

- a. **Data reviews** – These reports will take place quarterly, at the end of each marking period (November '13, and April '14) and the end of each semester (January '14 and June '14)
- b. **Grade team kid talk protocols** – Grade team leaders will continue to facilitate **weekly** meetings, following a specified protocol. Student interventions will take place on an ongoing basis.
- c. **Office hours** – Office hours occur weekly for all teachers 1-2 times per week from 1-1:45pm. Office hours will continue throughout the 2013-14 school year.
- d. **Grading and assessment** – Evaluation conferences with teachers began in October 2013 and will continue throughout the 2013-14 school year, with frequency governed by teachers' choice of observation path (option 1 vs. option 2) and level of need. All teachers will experience at least fall and spring evaluation conferences.

3.

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

For our MS improvement efforts, we will use the following resources:

- Network provided coaching
- Per diem and coverage rate pay to support half—day common planning and PD
- Per session for teachers to conduct after school enrichment program
- NYSTL funds for purchase of CCLS Core Curriculum for classroom and after school enrichment usage

For our HS improvement efforts, we will use the following resources:

- TL FSF funded F Status data manager to gather, create and distribute data reports for teacher consumption and reflection
- Per session payment to grade team leaders to support facilitation of weekly meetings
- Teacher professional period assignment to office hours for student support

Strategies to Increase Parental Involvement

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

We will involve parents in our efforts to boost academic performance for MS and HS students in the following ways:

- Conduct a curriculum night in October 2013 to introduce parents to their teachers, clarify academic expectations and facilitate conversation among families and school staff.
- Working with our PA, we keep updated a parent bulletin board and a monthly parent calendar noting important academic deadlines and events
- Through the SLT, the goals noted in this CEP are authentic to the needs assessment we've collectively conducted, and represent the genuine concerns and interests of BAL parents
- We will conduct parent advisor conferences in the spring of 2014 to facilitate scheduled conversations between parents, students, and teachers, about academic performance

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

During the 2013-14 school year we will improve school tone and culture in the following ways:

- 1) We will more effectively collaborate with the building council, School Safety and custodial to enhance safety for all students in the building
- 2) We will modify our advisory program to facilitate longer term relationships between students and teachers
- 3) We will create more events and opportunities to celebrate our students' success and achievements

Comprehensive Needs Assessment

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

Upon review of our Learning Environment Survey from 2012-13, and from multiple discussions with the SLT, we determined that there are a few important ways in which we would like to make improvements to school tone and culture. We recognize that there are some concrete concerns about safety, particularly during entry and dismissal, that we need to address to ensure physical safety of all students. We also recognize that some of the struggles that students have in school (and the struggles we have in supporting students who are struggling) are best addressed by ensuring a long term relationship with an advisor who gets to know the student, their family, and has a more complete understanding of a student's experience here in school and at home. Lastly, we recognize that a high leverage way in which we can ensure students and families feel celebrated, proud of their work, and excited about achievement is to celebrate those achievements more frequently than we do currently.

Instructional Strategies/Activities

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

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

1. Ensuring physical safety of students during entry and dismissal

- We will coordinate with the building council and the safety committee to ensure appropriate supervision of entry and dismissal by school safety agents
- We will work with the boro safety director to see to it that traffic safety measures are put into place on Morris Avenue outside of the building main entrance. This may include a crossing guard, new signage a speed bump, or other measures.

2. Modifying Advisory Program

- In the spring of 2014 we will develop a plan for advisory for the 2014-15 school year that preserves and enhances teacher leadership of advisory curriculum, restructures advisory such that students remain with an advisor for multiple years as they advance in school, and supports teachers in developing skills as an advisor.
- We will plan for more House-based events that are celebrated across grades 6-12 to build collaboration and togetherness across the entire school

3. Celebrating student achievement

- We will create more frequent celebrations of student achievement, including grade level assemblies to recognize student achievements, and awards night for students for MS and HS, and creating more frequent incentive events for MS students to encourage progress and positive behaviors

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

1. Ensuring physical safety of students during entry and dismissal

- Building council
- Principal
- UFT representation
- Boro safety representation
- School safety and custodial staff

2. Modifying Advisory Program

- Advisory coordinators (Ms. Bennett, Ms. Irving and Ms. Gascott)
- Advisory committee members

3. Celebrating student achievement

- Grade teams
- Administration
- Parent Coordinator

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

See below

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

1. Ensuring physical safety of students during entry and dismissal

- We will conduct monthly safety meetings throughout the school year, and present concerns for discussion and trouble shooting
- We will conduct outreach to boro safety personnel in November 2013
- We will conduct training for Learning Leaders during the fall of 2013 and implement volunteer assistance at entry and dismissal in the spring of 2014

2. Modifying Advisory Program

- We will assemble an advisory committee in the spring of 2014, which will meet at least 3 times before June 2014.
- The committee will prepare an advisory proposal for the 2014-15 school year, to be presented to the staff, SLT and school community by June 2014
- We will identify and support financially Advisory Coordinators for the 2014-15 year no later than June 2014

3. Celebrating student achievement

- We will conduct grade level awards assemblies for all grades by December 2013, and twice during the spring semester
- We will conduct an awards night for families once during the spring semester
- We will conduct at least two incentive events for MS students during the fall semester and at least 3 during the spring semester

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

1. See above

Strategies to Increase Parental Involvement

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

We will involve parents in our efforts to boost academic performance for MS and HS students in the following ways:

- We will form a school tone and culture subcommittee on our SLT, which will regularly review our work and give feedback to the school
- Working with our PA, we keep updated a parent bulletin board and a monthly parent calendar noting important academic deadlines and events
- Through the SLT, the goals noted in this CEP are authentic to the needs assessment we've collectively conducted, and represent the genuine concerns and interests of BAL parents
- We will conduct parent advisor conferences in the spring of 2014 to facilitate scheduled conversations between parents, students, and teachers, about academic performance

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

In the 2013-2014 school year we will improve the school – parent relationship in the following ways:

- 1) We will conduct more high interest, fun events that parents will be invited to attend
- 2) We will involve the PA more explicitly in all evening school events to better publicize the work of the PA and encourage participation
- 3) We will provide services that will encourage parent attendance at school events

Comprehensive Needs Assessment

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

Upon reflection with the SLT, and review of our 2012-13 Learning Environment Survey, we determined that the involvement of parents is a priority issue for the school. Research suggests that the more involved parents are in their child's school, the more closely the school and parents will collaborate, which supports higher academic achievement and satisfaction with school. While we routinely see high levels of involvement in activities like Parent – Teacher conferences and graduations, we often see very low turnout for other events (i.e. curriculum night, new parent dinner, etc.). We would like to see greater parent involvement in all aspects of the school.

Instructional Strategies/Activities

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

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

6. Conducting high interest events for parents

- We will conduct the following events to encourage parents to come into school and interact with school staff and programs:
 - Curriculum night in October 2013
 - Conduct Learning Leaders training in November 2013
 - PGC Family Night in December 2013
 - Winter arts showcase in January 2014
 - Awards Night in February 2014
 - School Play in April 2014
 - HS exhibitions in May 2014
 - Spring arts showcase in May/June 2014
 - Spring awards night in May 2014

7. Publicizing the work of the PA

- We will have the PA facilitate a table, or otherwise be represented at the above evening events
- We will have the PA conduct fundraisers at some of the above events, as well as at sports games, or other opportunities for the PA to be publicly visible, and to raise resources to support the school.

8. Providing services to encourage parental attendance at school events

- The SLT will form a subcommittee to coordinate child care for targeted evening events. Child care will be provided by HS student leaders.

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

1. Key Personnel involved will include:

- SLT membership
- School administration
- PA membership
- House Council membership
- Teachers

- School staff

The school will provide targeted stipend pay to compensate teachers for time needed to plan and execute evening events

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

See above

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

See above

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

See above

Strategies to Increase Parental Involvement

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

We will involve parents in our efforts to boost academic performance for MS and HS students in the following ways:

- We will form a school tone and culture subcommittee on our SLT, which will regularly review our work and give feedback to the school
- Working with our PA, we keep updated a parent bulletin board and a monthly parent calendar noting important academic deadlines and events
- Through the SLT, the goals noted in this CEP are authentic to the needs assessment we've collectively conducted, and represent the genuine concerns and interests of BAL parents

We will conduct parent advisor conferences in the spring of 2014 to facilitate scheduled conversations between parents, students, and teachers, about academic performance

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

6.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

- Timeline for implementation and completion including start and end dates

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

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	Through targeted office hours small group support, one to one conferencing, and targeted instructional programs we will serve students in the following grades and group sizes: 6th-14 7th-22 8th-23 9th-26 10th-10 11th-10 12th-12	6-- reading intensive, small group 9-11-small group, Wilson reading 6-12- Office hours, one to one tutoring	During the school day
Mathematics	Through targeted office hours small group support, one to one conferencing, and targeted instructional programs we will serve students in the following grades and group sizes: 6th-13 7th-19 8th-22 9th-26 10th-13 11th-9 12th-11	6-8- math intensive, small group 6-12- Office hours, one to one tutoring	During the school day
Science	Through targeted office hours small group support, one to one conferencing, and targeted instructional programs we will serve students in the following grades and group sizes: 6th-10 7th-10 8th-13 9th-20 10th-7 11th-9 12th-10	6-12- Office hours, one on one tutoring	During the school day
Social Studies	Through targeted office hours small group support, one to one conferencing,	6-12- Office hours, one on one	During the school day

	<p>and targeted instructional programs we will serve students in the following grades and group sizes:</p> <p>6th-11 7th-10 8th-12 9th-20 10th-6 11th-7 12th-11</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Through targeted office hours small group support, one to one conferencing, and targeted instructional programs we will serve students in the following grades and group sizes:</p> <p>6TH- 17 7TH- 20 8TH- 20 9TH- 18 10TH- 12 11TH- 7 12TH- 9</p>	<p>Small group, crisis, individual and transition counseling. Behavior plans (individualized) - all as needed or as required by IEP's. Psychological testing and social histories are completed as required by the SOPM.</p>	<p>All services are provided during the school day.</p>

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

2. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.

Recruitment

We will, as we always do, post our open positions early in the year in a variety of publications (craigslist.org, idealist.org, New Teacher Finder), spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team. We also coordinate with Teach for America and the NYC Teaching Fellows to cultivate a strong pipeline of new teachers committed to working in our context. We host Teaching Fellows apprentice teachers for a residency in the spring that both helps cultivate our pipeline of prospective teachers, and supports the continued PD of our current veteran staff who mentors new teachers.

Retention

We support programs, systems and collective efforts that help ensure Bronx Letters is a professionally satisfying place to work. These efforts include:

- A Teacher Study Group, facilitated by teachers, that examines critical issues of professional practice, reads scholarly texts, shares resources and strategies, and provides support for new teachers
- Holding whole-school staff meetings to support collaboration across grades and coherence in systems throughout the school that support teacher professional satisfaction
- Allocating resources in Galaxy, and through funds raised privately, to support teacher initiatives, such as extracurricular programs, arts programs, and sports. We also use these funds to support teacher professional development at conferences, travel programs, and attempts to pursue National Board Certification

Assignments that support teachers being highly qualified

We work to ensure that all teachers work exclusively, or nearly exclusively, in one content area, the area of their license. We hire intentionally to ensure that all teachers are licensed in the content areas in which they will teach, and that we allow teachers to specialize instructionally in ways that accentuate their particular strengths (i.e. have teachers who are most expert in Global History teach that content rather than teaching US History, or teachers who are expert in Algebra teach that content rather than Geometry). As a college preparatory school, we work to ensure our teaching assignments pair highly qualified teachers with teaching assignments that capitalize on their expertise.

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).

Professional Development

We support teacher development in many ways, including:

- Thrice weekly teacher team meetings that are structured to support collaborative inquiry, organizational coherence across the school, and improved professional practice
- New teacher mentoring and support. This includes coaching from veteran teachers, internal and external professional development opportunities, bimonthly administrative coaching meeting for new teachers who do not have a content-specific coach.

- Regular formal evaluation, including midyear conferences, as well as mini observations from administration, coaches and colleagues
- Coaching from expert teachers, including a math coach who supports both the middle and high school math departments, and a half time coach for the middle school ELA and Humanities teachers.
- Teacher Study Group that meets 1-2 times per month throughout the year
- An extensive New Staff Orientation program that takes place in August each year. This program includes orientation to Bronx Letters systems, structures, and an introduction to our practices of learning from data.

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.).

As described above, we use our various funding sources to strategically support strong academic outcomes and college and high school readiness for our students. This includes the use of Tax Levy, Title I, Title III and privately raised funds to support funding of key programs and initiatives.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Our teachers are intimately involved in the process of implementing the new evaluation system, and determining our schools' MOSL selections. Teachers are also involved in the administration, scoring, and instructional implications processes of our interim assessments, which include a range of standardized, and internally developed assessments.

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) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 551
School Name Urban Assembly Bronx Academy of Letters		

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 Jeffrey Garrett	Assistant Principal Raquel Cheney
Coach Lauren Kelville	Coach type here
ESL Teacher Sarah Camiscoli	Guidance Counselor Nicholas Melendez
Teacher/Subject Area Laura Mercogliano/ELA	Parent Juana Fabian
Teacher/Subject Area type here	Parent Coordinator Lisa Monge
Related Service Provider Katrina Gounaris	Other Gail Brown
Network Leader(Only if working with the LAP team) type here	Other Jeanne Rowe

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	585	Total number of ELLs	77	ELLs as share of total student population (%)	13.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class							22	8	7	12	16	8	9	82
SELECT ONE														0
Total	0	0	0	0	0	0	22	8	7	12	16	8	9	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	13
SIFE	3	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	23

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17	3	4	38	0	7	23	0	5	78
Total	17	3	4	38	0	7	23	0	5	78

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							16	7	7	12	14	7	7	70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							4	1				1		6
TOTAL	0	0	0	0	0	0	20	8	7	12	15	8	7	77

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	1	0	2	0	0	0	3

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)							8	0	1	3	0	1	0	13
Advanced (A)							12	7	4	6	10	6	5	50
Total	0	0	0	0	0	0	20	8	5	11	10	7	5	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	3	0	0	21
7	9	1	0	0	10
8	4	1	0	0	5
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	19	0	0	0	0	0	0	0	19
7	8	0	2	0	0	0	0	0	10
8	5	0	0	0	0	0	0	0	5
NYSAA Bilingual (SWD)	0								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	3	0	2	0	0	0	5
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	8	0	2	0
Integrated Algebra	14	0	6	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	22		5	
Physics				
Global History and Geography	7		3	
US History and Government	7		3	
Foreign Language				
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.

We use formative assessments based on Common Core aligned language objectives, which include reading logs, miscues, and conference records in response to some of the assessments such as the DRP. This information is helpful because the student scores on the CLOZE DRP exams inform the construction of the formative assessments and help the interventionists to suggest appropriate supports to content teachers based on grade level information. Many ELLs are reported to be reading below reading level on the CLOZE exam but on formative assessments with scaffolding the ELLs can perform on grade level. We currently use network mandated DRP reading assessment to assess literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSELAT) and grades?
Students at BAL tend to score advanced on the NYSELAT despite English being their L1. This is largely due to difficulty code switching from non academic ,mic to academic English on the essay portion and reading sections on the NYSELAT.
3. How will patterns across NYSELAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The interventionist focuses on several grammatical structures including maintaining subject/verb agreement, proper use of modals and use do-support. A focus on these grammatical structures helps students to differentiate between non academic and academic English in their reading and writing.

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?

Students do not take summative exams in their native language, but for the beginner and intermediate ELLs-(there are very few), there is great progress seen when trans-languageing strategies are used in the classroom.

The interventionist provides information to teachers and school leadership through rotating teacher PD's where the construction of appropriate language objections and modifications for ELLs are workshopped with teachers. The ESL students do not take exams in their native language. There are project based assessments upon need.

The school is learning that our population largely needs to differentiate between non-academic and academic English rather than support students in acquiring English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
: The interventionists utilizes translating strategies published by Garcia, Flores, Woodle in the classroom. Teachers use the child's educational history as communicated by the ESL coordinator. Some content area teachers are supported in building English language skills by creating language objectives.

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

N/A

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

The success is evaluated by their progress on the NYSELAT and portfolio assessments in the 6, 7,8, 9th grades. There is no formal assessment tool used. We use in house data on pass rates by demographics (and DRP scores).

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](#).)
BAL has received 1 new arrival since the last submission of this report. He is currently receiving the LAB-R by our certified ESL interventionist Sarah Camiscoli, who has a Trans-B license in K-12 TESOL. There is no formal initial identification of the ELL's.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once parents arrive to our school, they have already been informed by the Enrollment office of their options, however often times parents will arrive with many questions about the various program choices. Our Parent Coordinator, Lisa Monge or our Assistant Principal in charge of enrollment will review the three program choices at parent's requests to ensure that parents are informed what we can offer in comparison to other programs. If a parent decides they want a different program we provide them with information to go to the enrollment office or we reach out to the ESL liaison for assistance and guidance.
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 [\[see tool kit\]](#).)
Parent surveys are mailed home to incoming ELL's in our welcome package over the summer. Ms. Monge, our Parent Coordinator is responsible over the summer for mailing out and collecting forms as they are returned. Entitlement letters are filed in the students school records in the Main Office. Parent Surveys are distributed during Parent Teacher conferences in the Fall. Parents are assisted to complete the form and we collect before the parents leave for the evening. Parent surveys, program selection and any ongoing entitlement letters are stored in the students records. If additional entitlement letters come in, the Parent Coordinator will call the parent and let them know we are sending the letter home with their student or if requested we will mail it to the parent.
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 ESL interventionist is bilingual in English and Spanish and working toward acquiring French. She makes regular phone calls home to parents and submits comment codes in Spanish for parents who are dominant in the native language. There are no placement or continued entitlement letters generated by the school at this time.
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.
Our 6-7th grades have the test administered in self-contained classes during the academic classtime. For the HS, students are pulled out of 4th period classes for one full week to take the exam. The interventionist is paid per session for the administration of this exam. One section is administered each day during class period. ELLs are pulled out of their classes to complete the exam.
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. 
Most parents do not submit recommendations, for those parents that are unhappy with the single ESL program we offer, we assist them in transferring to a dual language program. Parent choice is not considered because there are limited programmatic options available, as we are able we accommodate specific parental requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
6th-8th grade instruction is delivered in self contained classes, which contains the content studied by Gen Ed students coupled with language objectives constructed with the needs of designated students.
In the 9th grade, the model is ICT. Language objectives are added to support ELLS in the class along with translation for beginners. Students are mixed with various proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
6th-7th, , and 8th grade receive ESL daily for 57 minutes. 9th and 11th grade students in the ICT ESL class receive instruction from the content teacher and the ESL teacher in addition to translation and modifications provided by the ESL teacher in 57 minute blocks. 60% of the studnets are advanced ELLs, 30% are intermediate and 10% are former ELLs. The ESL teacher only delivers content area to studnets in the classes she pushes in. The other support for content is delivered to content teachers in bi weekly pd's. These methods are in alignment with CCLS because the language objectives are derived from common core.
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.
There is only 1 beginner ELL in the MS. He receives the instruction through Google translation auditorially in addition to translated worksheets to promote translanguaing. The 9th graders in the ICT course also receive worksheets in dual language and 1:1 translation instruction. Classwork is differentiate in students home language. ESL teacher also pairs native speakers in groupings with non native speakers to assist with fostering language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students receive instruction through Google translation and translated worksheets to promote translanguaging.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The interventionist utilizes reading, writing, speaking through out all lesson plans, additionally she selects a modality to focus on within each of her language objectives. Thus all four modalities are used and are focused on specifically within the daily

objective. Weekly quizzes are administered to assess the achievement of the language skills taught through each modality.

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).

The beginner ELLS are the SIFE students.

Intermediate and Advanced ELL's receive similar curriculum materials generally with out translation, but some intermediate students especially those with IEPS, receive additional language supports such as sentence frames, lexicons, and prescribed structure for their writing.

Former ELLS in the 8th grade class are given the option to move into GEN ED but routinely opt to remain in ESL to continue to work on their use of academic English. These students need to be given prescribed roles in classroom such as tutors and co-teachers to support the intermediate and beginner ELLS and those resistant to completing work. There are no test accomodations for former ELLs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In the 6-8th grade curriculum students are allowed to select their own independent- reading book which they use to practice reading strategies taught in class and they use as a mentor text for personal narrative. The materials are modeled after templates for summarization and inference making suggested by Kathleen Bears "When Kids Cant Read."

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?

Students receive modified worksheets and also more consistent conferences with the ESL teacher during class. Students receive SETSS services in class. Ells are programmed into ICT classrooms ELLs/SWD and general ed curriculum is heavily scaffolded.

Courses Taught in Languages Other than English ⓘ

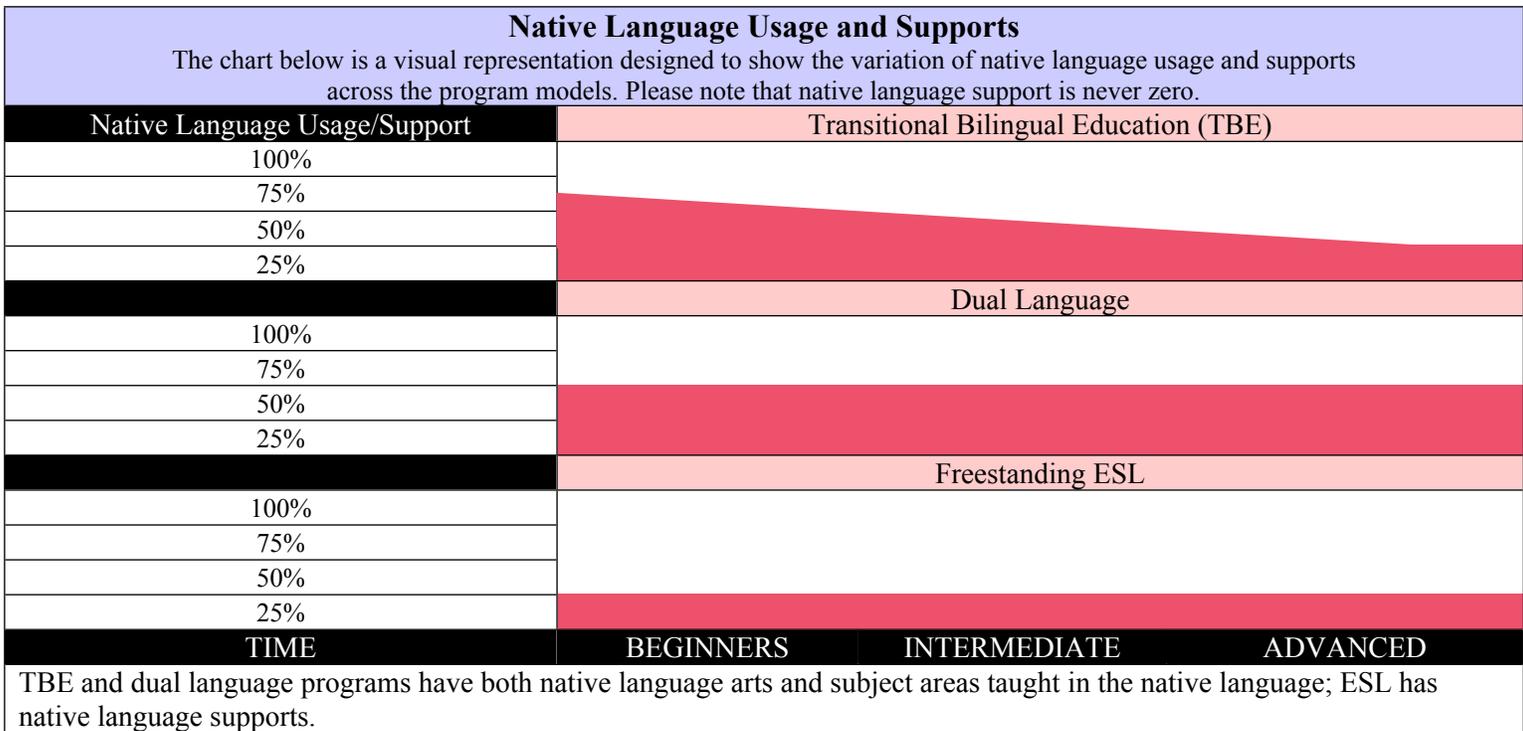
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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



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.
- Content teachers meet with the interventionist during teacher led PDs on a rotating basis to discuss modifications and translanguaging strategies to use in classes with ELLs where the interventionist is unable to assist. These modifications are offered in Spanish and French upon request. These interventions target beginner and intermediate ELLs. Interventions for math translanguaging and color coded manipulatives. In Science and Social Studies we currently do not have interventions. In ELA, beginner ELLs are given the option of completing a multi lingual alternative analytical essay while other students complete the assignment in standard English. Translated texts are provided
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Several students moved from Advanced to Proficient on the NYSELAT which shows that the program they are receiving is effective.
11. What new programs or improvements will be considered for the upcoming school year?
- Interventionist led PDs and check-ins with content teachers who request support. Interventionist is working on developing French to support our growing West African population.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are given the same information as students in Gen Ed and translation is provided as necessary. Our school offers several after school PSAL sports as well academic and enrichment based programs. All students are provided the same information during advisory and during lunch. Our enrichment coordinator works with all interested students to meet enrollment and program deadlines. When students received the information we encourage all students particularly, those who often do not get involved in activities i.e ELLs and new students to submit applications or speak to the enrichment coordinator to find out more information about other programs that may be of interest to them. As a small school, we have the advantage of knowing our students as individuals. Often our ESL teacher or other teachers will identify a program or student that will be a good fit and work with the student and their family to get the student involved. These programs include Global Teens, Berkley Exchange and girls and boys basketball and One Pen (School literary journal).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are in the process of using funding from a 5K run to put laptops in the writing center where the MS ELL's students receive instruction. The teacher currently uses google translate and spanish to english and french to english dictionaries along with teacher made dual language materials. Being that there is a very small percentage of beginner ELLs the majority of resources are used to support the advanced ELLs. We currently only have 3 beginner ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students use Google translate, translated worksheets and individualized conferencing from the interventionist.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We currently use multiple modalities through film and photography to activate schema; 6-8th grade students watch popular films like "Men in Black" and "Nancy Drew" while 9-11th graders look at black and white photography of the Civil Rights Era. Students are classified into self contained and ICT classes based on grade level. The only students who have different ages are those who are over age and undercredited in the 6th and 7th grade. All curriculum materials are aligned to the common core for each grade band.
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.
- The school offers a Summer Bridge program where all new students have an opportunity to meet with their teachers, run through a "mock day", and have social activities with other new students. The ESL interventionist attends this event to welcome the new ELL students and their families. There are no specific programs for newly enrolled ELLs. The ESL teacher meets with all new incoming students to meet the beginner ELLs. Translation services are provided at these events.
18. What language electives are offered to ELLs?
- AP Spanish
19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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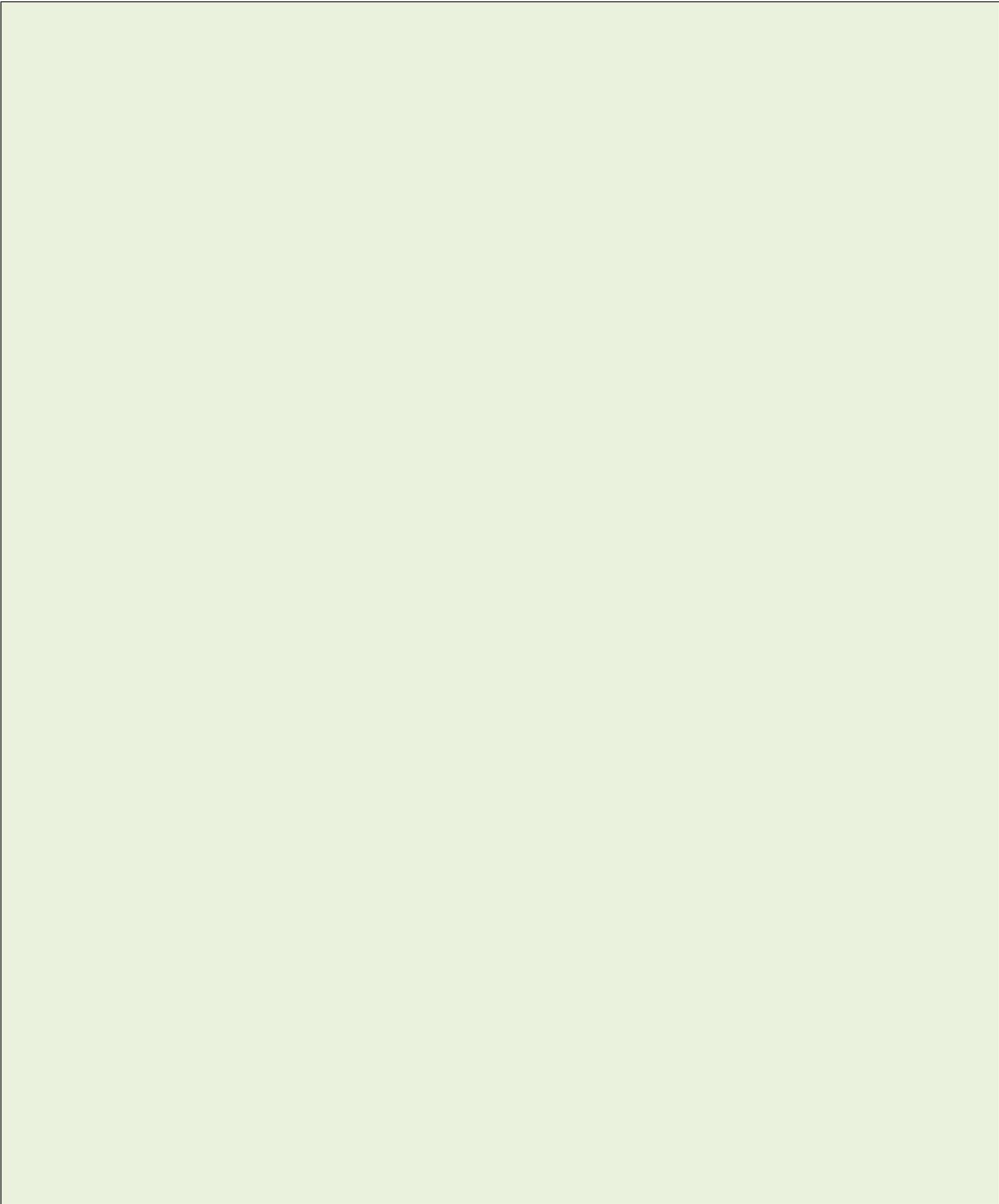
C. Professional Development and Support for School Staff

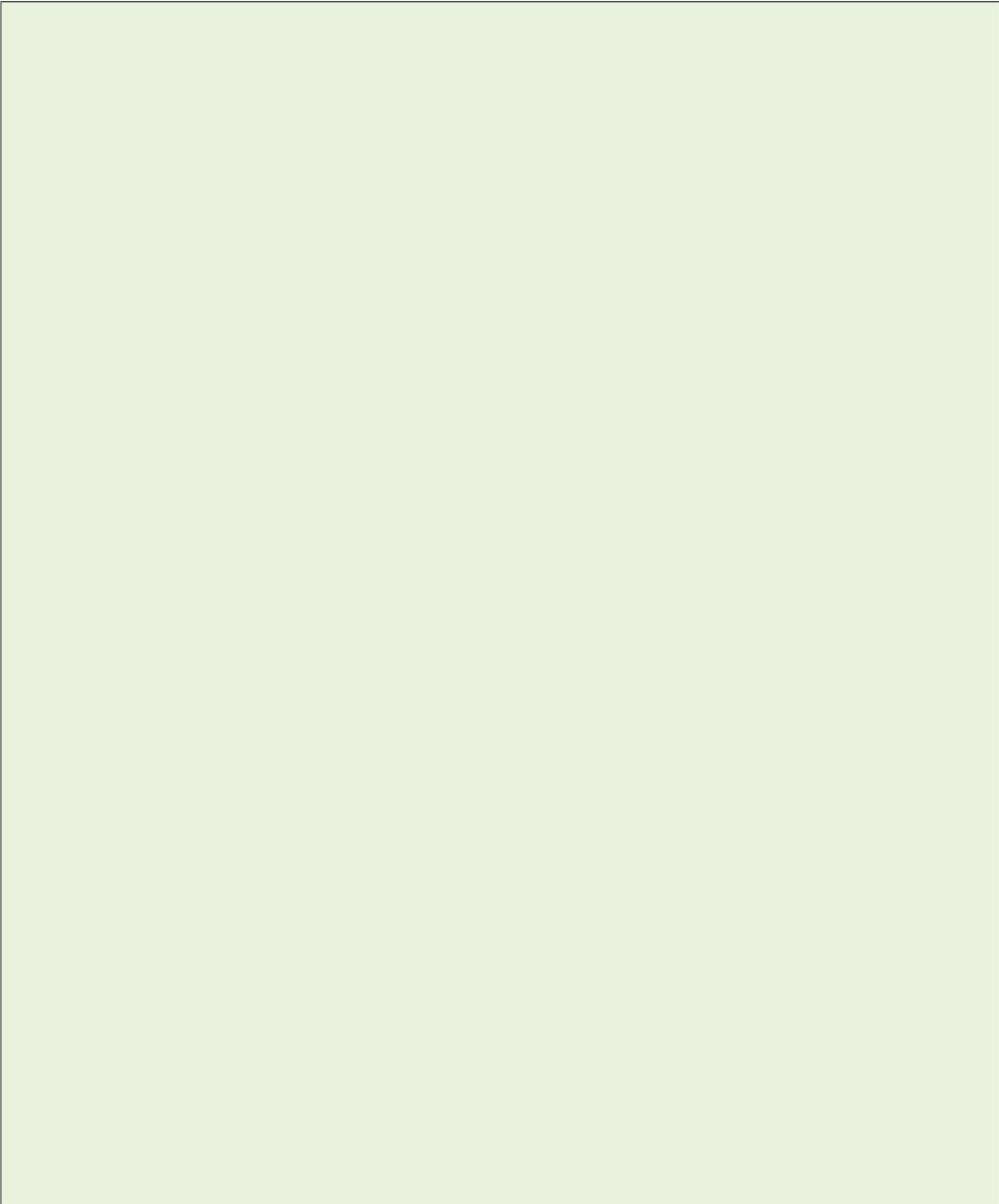
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. 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.

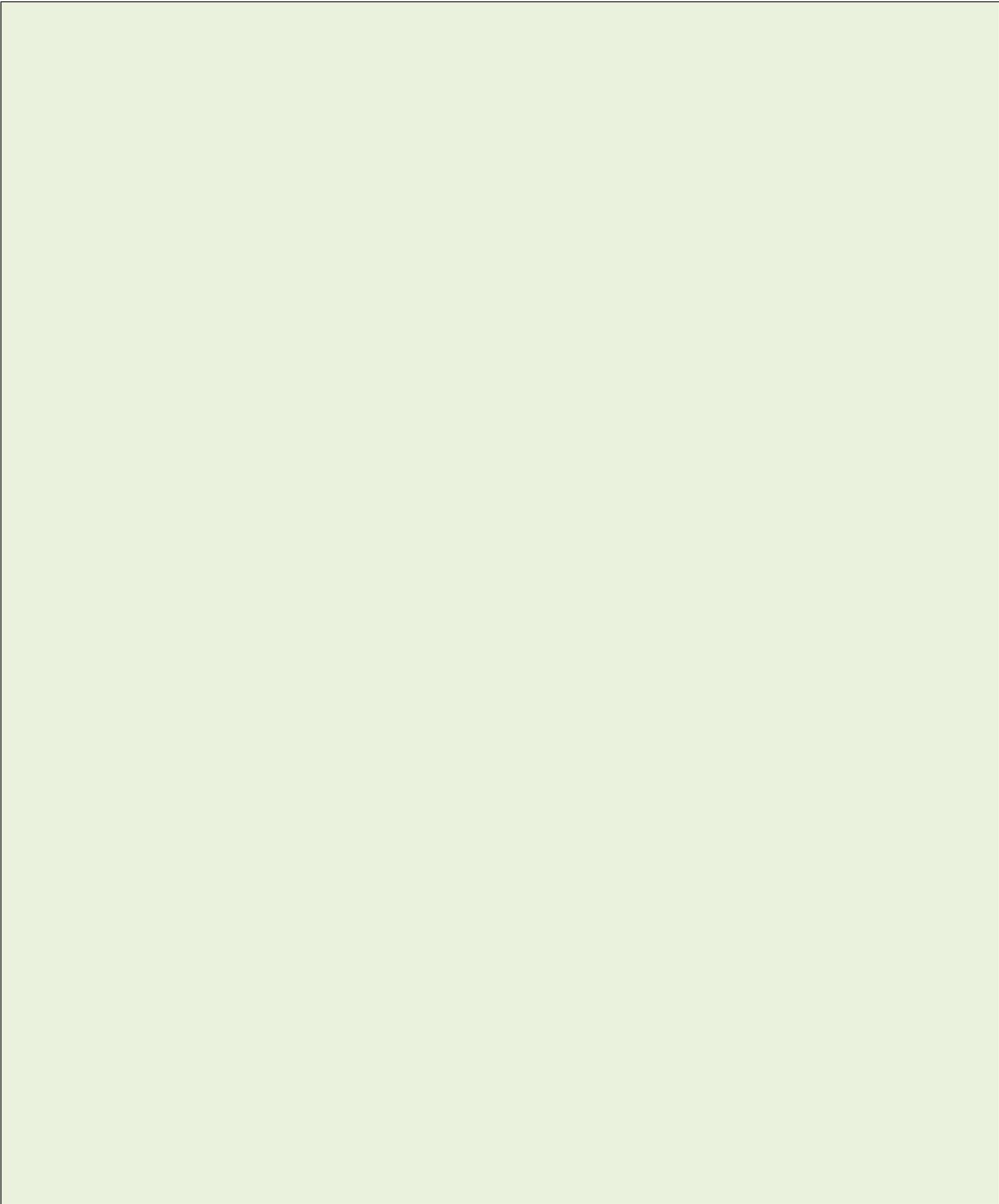
Ms. Camiscoli provides PD for teachers on a rotating basis on formulating language objectives and modifying curriculum. She attends monthly meetings and trainings on Restorative Justice. PD dates are on a rotating scheduel that is not set. The agenda is set based on content teacher request and curricular needs. There is no PD offered for the teachers of ELLs. There is no current support offered to staff to assist students in transition. Due to tight programming, the school attempts to meet the 7.5 hrs through the cyclical ELL PDs run by the ESL teacher.

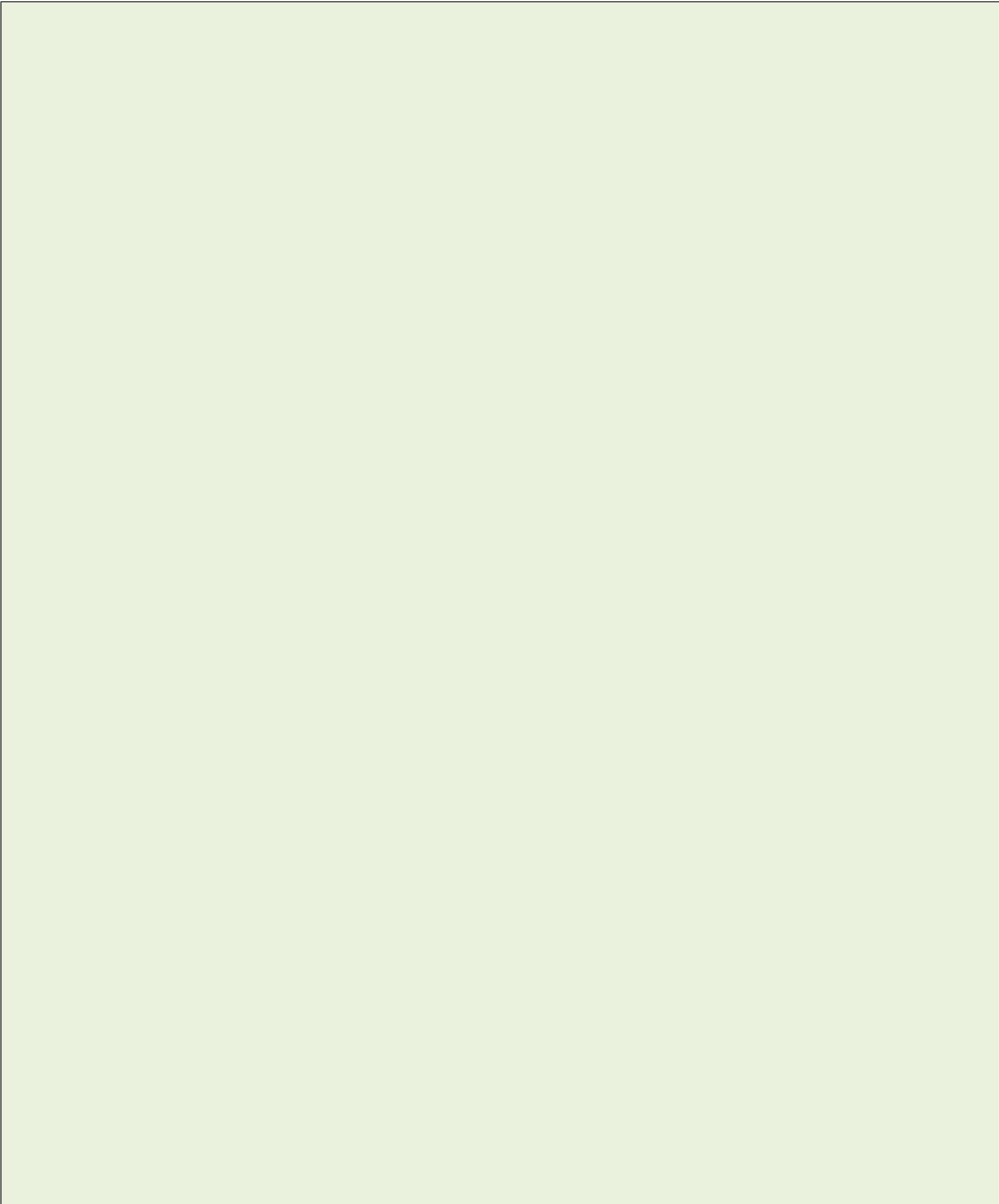
There are no workshops for all staff in content areas, they are done on an individual basis. There is no calendar due to the cyclical day schedule. We are on an A, B, and C day schedule. On B days, teachers are aware that ELL related PD is available.

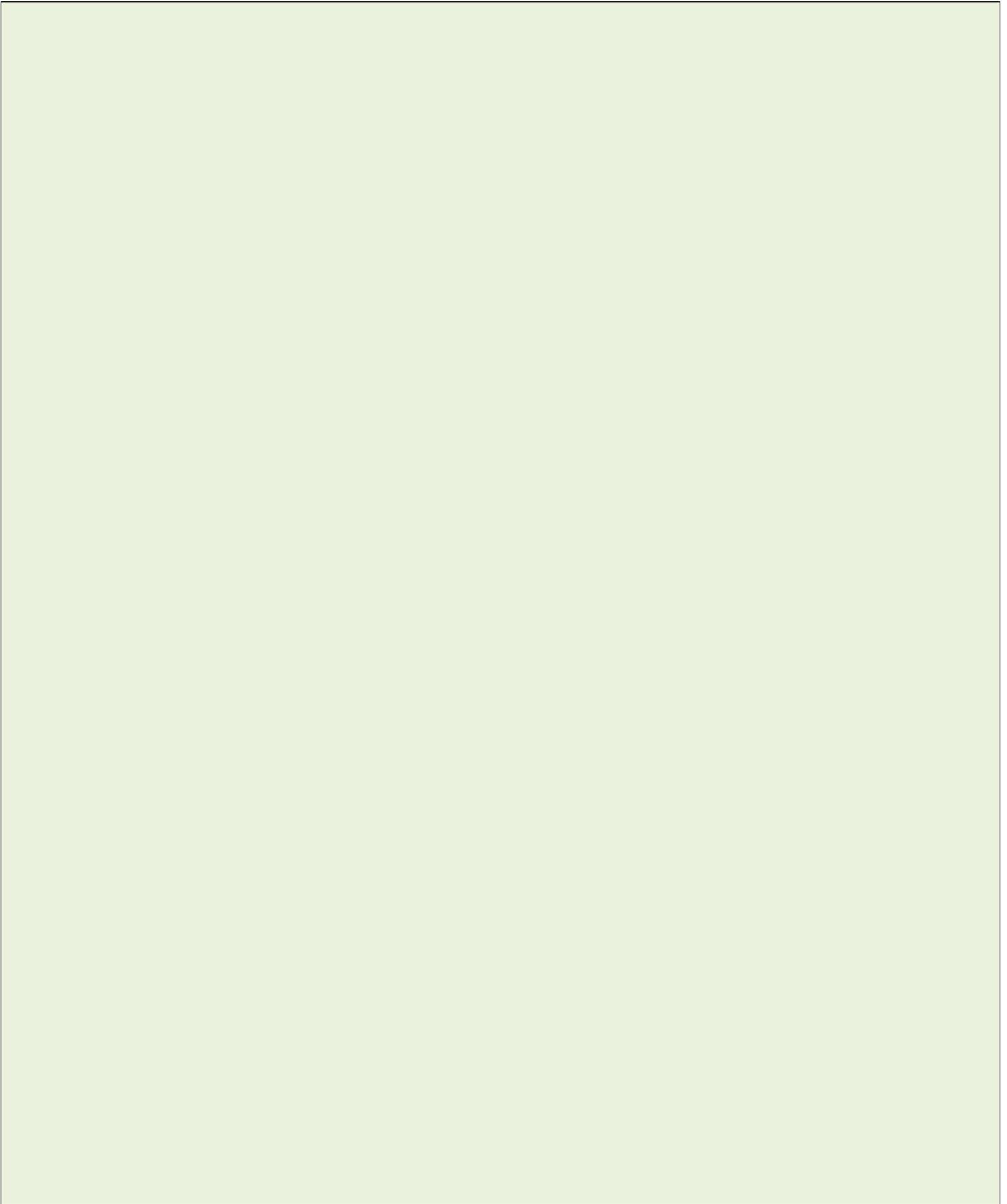
There has no been no PD provided for the ESL instructor. There is no transition program specifically for ELLs. All 9th graders receive a course in HS Readiness as part their 9th grade schedule. Teachers are trained in the HS REadiness curriculum, however the ESL teacher does not teach HS Readiness.

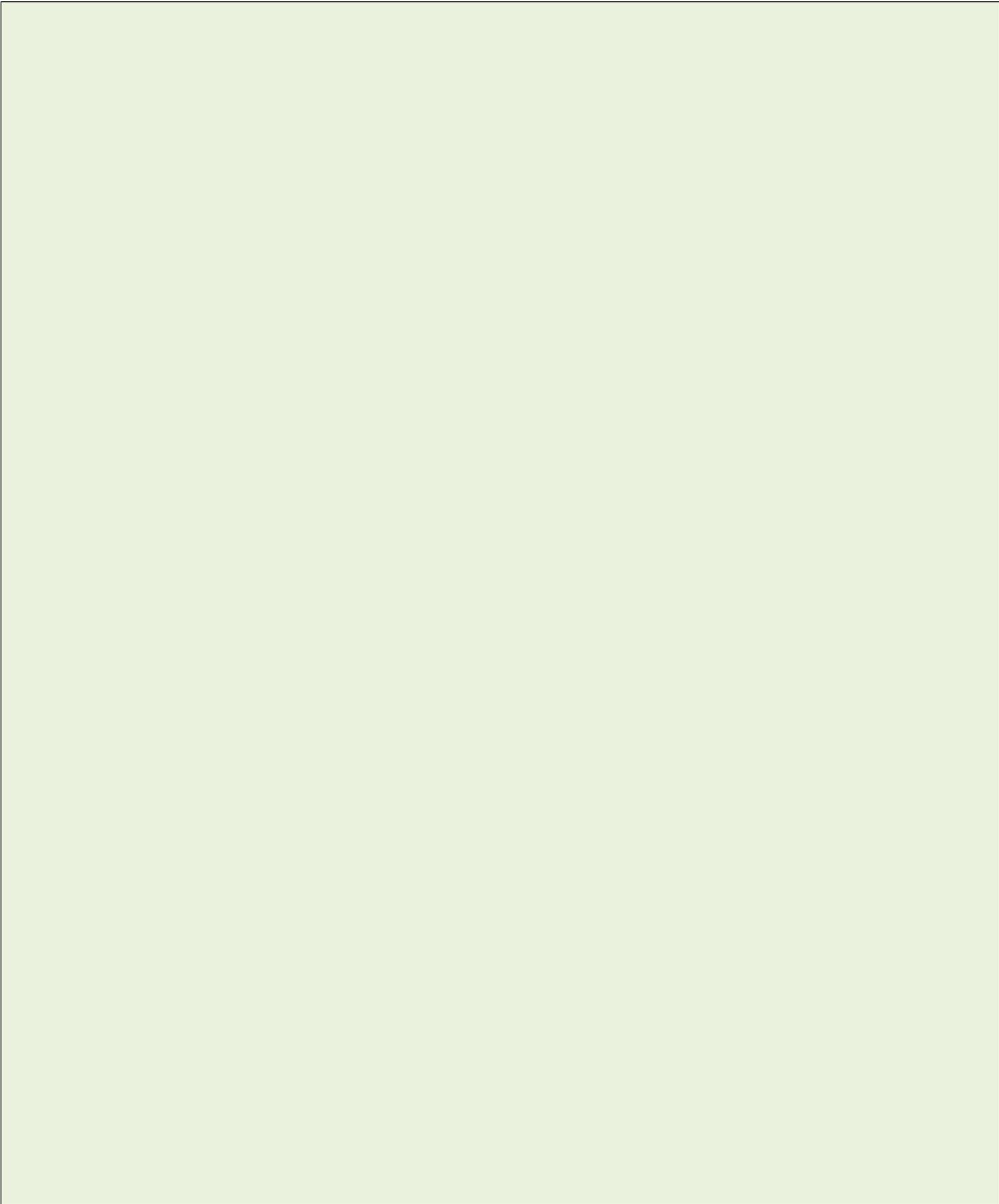


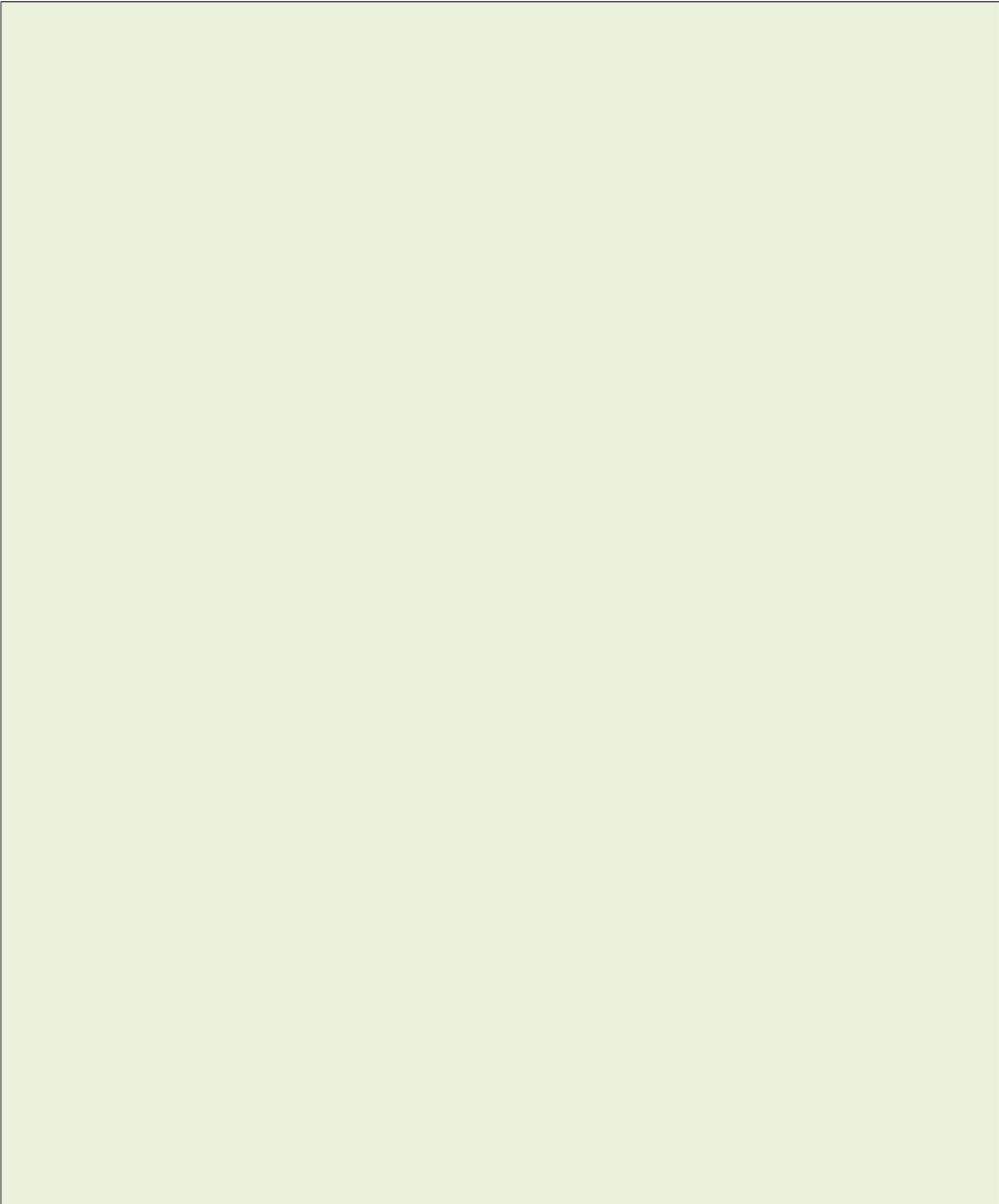


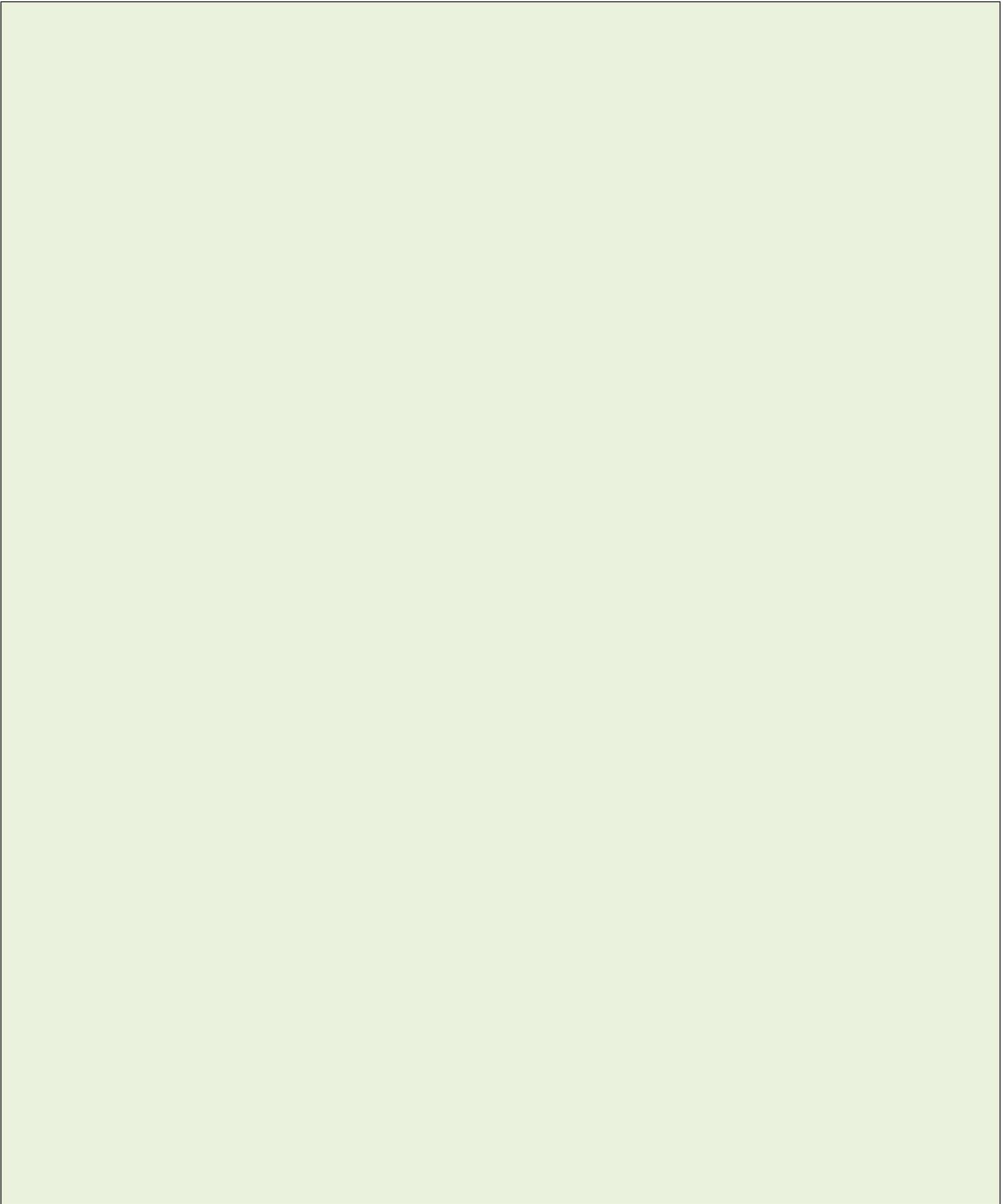


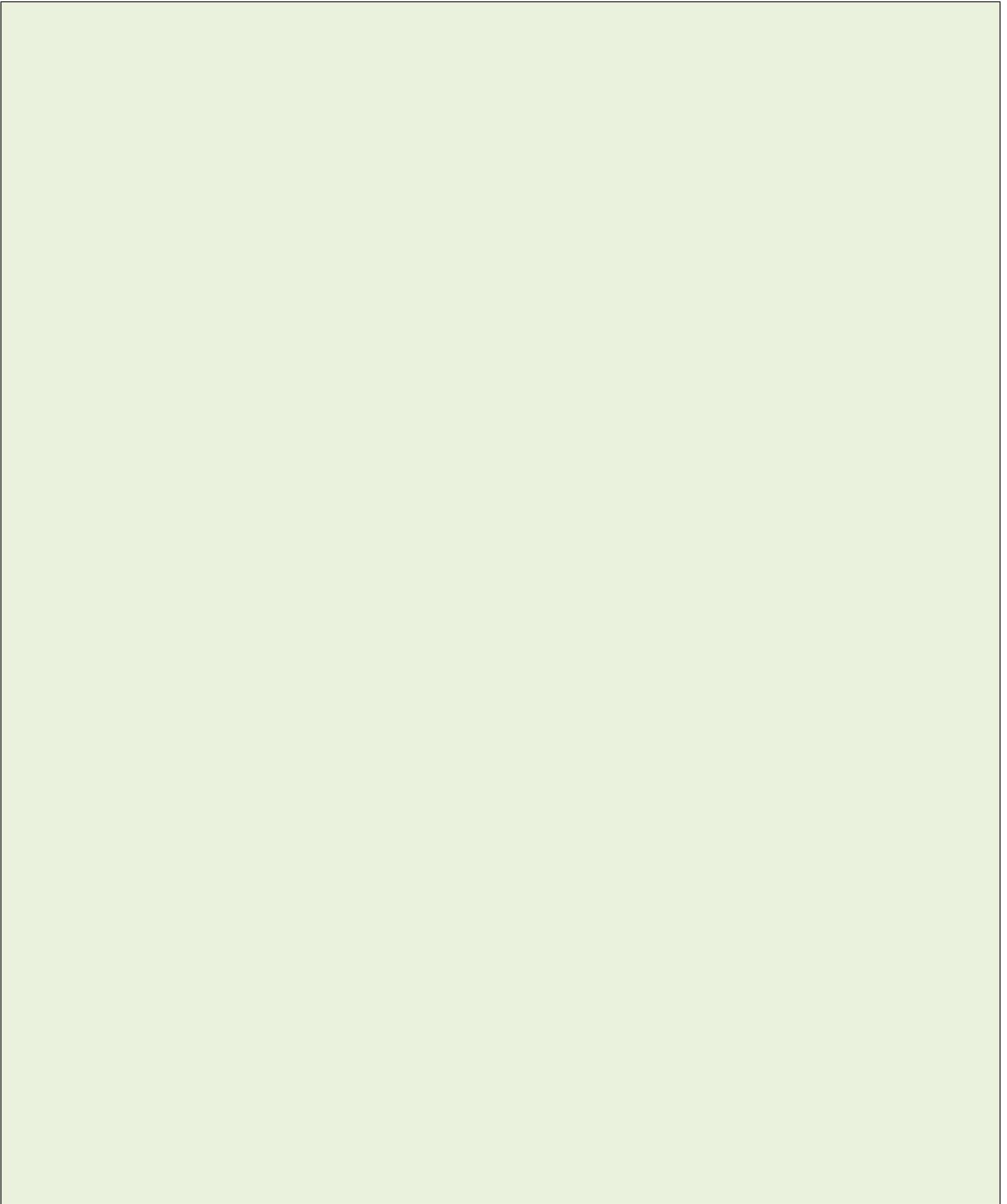


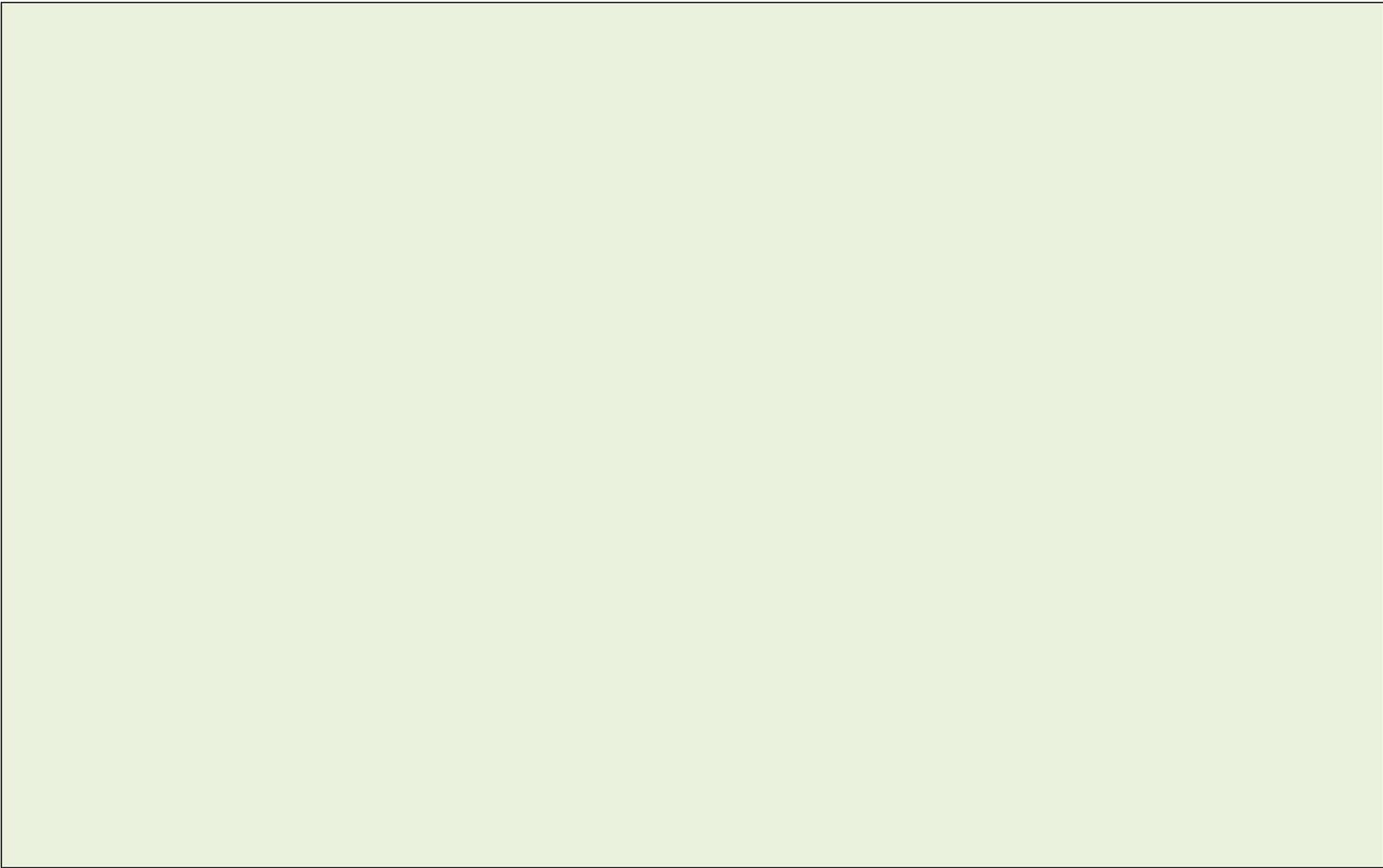












D. Parental Involvement

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. ELL parents are invited to a Parent Night for ELL's in the late Fall or early winter depending on scheduling.
 2. The school is currently working to partner with a law firm that has expressed interest in providing information to our parents about DOCA-Immigration Project. The school recently partnered with the Learning Leaders program to provide training to interested parents on volunteering in the school. Translation is provided as needed.
 3. Parents communicate directly with the parent coordinator with specific concerns and needs, which she passes on to the administration and ESL teacher as appropriate. In addition, the ESL interventionist also provides weekly progress notes to parents and is available via phone and email to speak to concerns. During Open School night and parent teacher conferences, parents have the opportunity to meet directly with the ESL interventionist to discuss needs and concerns.
 4. Parent activities are geared toward needs the parents bring to us (i.e)parents had requested opportunities to volunteer in the school, so we are offering the Learning Leaders program where parents are trained to be volunteers in the school. SLT, School Leadership TEam, parents are invited to attend monthly and receive notices in both languages.

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: UA Bronx Academy of Letters**School DBN: 551**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeffrey Garrett	Principal		11/15/13
Raquel Cheney	Assistant Principal		11/15/13
Lisa Monge	Parent Coordinator		11/15/13
Sarah Camiscoli	ESL Teacher		11/15/13
Juana Fabian	Parent		11/15/13
Laura Mercogliano/ELA	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Lauren Kelville	Coach		11/15/13
	Coach		1/1/01
Nicholas Melendez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Gail Brown	Other <u>SPED Coordinator</u>		11/15/13
Jeanne Rowe	Other <u>Assistant Principal</u>		11/15/13
Katrina Gounaris	Other <u>Related Service</u>		11/15/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X551 **School Name:** UA Bronx Academy of Letters

Cluster: 01 **Network:** 105

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.

Our ESL interventionist provides weekly progress reports to parents and is available via phone and email on individual students progress in English or Spanish per the parents preference. In addition, based on qualitative data acquired during admission and parentteacher conferences we translate written documents into the native language whenever possible. In addition, we utilize supports from the DOE translation program as needed for languages that are not available within the school.

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.

Whenever there is a community event of any nature, all documents must be translated into English and Spanish as well as oral interpreters available. A new trend we are seeing is that we have a growing West African population which is requiring us to acquire oral translation services in any west african language as well as written translation for documents.

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.

Written translation is routinely provided in house by our parent coordinator, however due to the increased need for written translation of all documents we are researching options to use and outside vendor for large volume translation needs. (i.e IEP's).

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.

We currently have 18 staff members that are bilingual and can provide Spanish translation needs for the school. Due to the increase in our West African population we are seeking outside contractor options to assist with providing translation for this group for school events.

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>.

We will provide each new parent whose primary language is not English with a copy of their rights to translations services when they enroll their child. The school will plan accordingly and in advance to ensure that translation services, particularly nonSpanish speaking are available for parents at school wide events and individual meetings as needed. i.e Parentteacher conferences, IEP meetings etc.

We have the multilingual welcome sign posted on the parent bulletin board outside of the main office. We will download and post additional signs informing parents of their rights to translation services. These will be posted on the parent bulletin board outside of the main office as well.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Academy of Letters	DBN: 07X551
Cluster Leader: Corrine Rello-Anselmi	Network Leader: Jonathan Green
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" 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: 62
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will provide supplemental instruction after school to accelerate and increase achievement in core content areas of ELA and Math. The instruction will be held twice a week (T and Th) for 60 minutes each session for the course of the school year (October -May). Based on assessments the greatest areas of struggles for our ELL's has been ELA . ELA , Math and the ESL teachers will co-teach one day ESL/ELA (T) from 4-5pm and one day ESL/Math(TH). from 4-5pm. ESL services would be in a small group (no more than 10 students) for grades 9-12. Students would be divided into subgroups based on their years in ESL. Students would use Ipad technology and offer handheld translation,grammatical, dictionary and audio book services. Students will use ESLGalaxy, Languageguide.org and English Media Lab websites to work on ELA related skills like pronunciation, and grammar. On Thursdays they will work out of the book ESL through content area instruction: Math, Science and Social Studies with a focus on Math.

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: The ESL teacher attends external professional development such as ELA REgents workshops. Subject specific trainings are also offered to general education teachers such as Preparing ELL's for the Global Studies Regents.

The ESL teacher meets weekly with general education teachers to discuss modifications needed in the general education courses to allow for ELL's to access content strategies such as the SIOP model. All teachers are provided with data 6x a year on pass rates of ELLS in their courses. Based on this data, specific partnerships between ESL and general education staff are made to help ensure that general education teachers are providing accessible content to their ELL's. Schoolwide materials and PD relating to modifying curriculum for ELL's would be a crucial component of supporting the ELL's. This would be in conjunction with other school wide PD's and during the monthly staff meeting time as a break out session. The breakout sessions will be 1 hour in duration.

ESL department chair also meets with each general education grade team once a quarter to discuss individual ELL student issues and city and state mandates about the education of ELL's. The ESL

Part C: Professional Development

department chair also meets monthly with the testing coordinator to ensure that ELL's receive necessary accommodations and translations of assessments such as the REGENTS and 8th grade exams. The schedule would be four times a year at the start of each marking period from Sept. 2012-June 2013. The duration would be one hour in length (3pm-4pm) for MS teachers and (4pm-5pm) for HS teachers. The following topics would be covered: material modification for students grades 6-12, curriculum modifications grades 6-12, the use of technology for ELL students and preparing ELL students (10-12) for the Regents.

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 will be bi-annually occurring October 2012 and February 2013. Each parent activity would be two hours in length, 6pm- 8pm on a Tuesday evening. Our ESL teacher (Sarah Camiscoli) would be the facilitator. The following topics would be covered: What is ESL?, Preparing for the NYSESLAT, how to access proper ESL services and to explain the advantages and disadvantages of ESL. Parents will also be given another opportunity in the parent teacher conferences in the Spring (March 14th-15th, 2013) to hear more about the ESL supplemental programs, curriculum and specific gains their students have made as a result of the supplemental support. Parents will be able to meet with individual teachers in blocks of 30 minutes during the parent teacher conferences. We will offer small gift incentives(calendars, coin purses etc with BAL logo) for parents who attend ELL parent nights.

Part E: Budget

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

Allocation Amount: \$11200

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

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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	\$11,200	