



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)
DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09x227

School Name:

BRONX COLLEGIATE ACADEMY

Principal:

DARRYL WHITE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Collegiate Academy School Number (DBN): 09x227
School Level: High School Grades Served: 9-12
School Address: 240 East 172nd Street Bronx, NY 10453
Phone Number: 718 410-4077 Fax: 718 410-4035
School Contact Person: Lisa Fennell Email Address: LFennell@bxcollegiate.org
Principal: Darryl White
UFT Chapter Leader: Ryan Litwin
Parents' Association President: Pamela Huff
School Leadership Team
Chairperson: Nicole Lieberman
Student Representative(s): Osvaldo Sanchez

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: CStaple@schools.nyc.gov
Phone Number: 718 741-5852 Fax: 718 741 7098

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 411 Network Leader: Elyse Doti

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Darryl White	*Principal or Designee	
Jay Werner	*UFT Chapter Leader or Designee	
Pamela Huff	*PA/PTA President or Designated Co-President	
Stephanie Caceres	DC 37 Representative, if applicable	
Oswaldo Sanchez Beshira Huff	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Lieberman	Member/ Chairperson	
Al Maisonet	Member/ Staff	
Kenneth Davy	Member/ Student	
Jimmy Castelan	Member/ Student	
Kyetha Mckune	Member/ Parent	
Julian Scott	Member/ Parent	
Jolane Toro	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Bronx Collegiate Academy (B.C.A.) is one of seven schools located on the Taft Educational Campus with an enrollment of 385 students. The administrative team consists of the principal and one assistant principal. The instructional team is staffed with 26 teachers and three para-professionals. The students reside almost exclusively in the Bronx and the 2013-2014 Title 1 eligibility rate was 89%. Currently, 34% of our students are English Language Learners and 27% have Individualized Education Plans. Our 2013-2014 average daily attendance rate was 80.1% and our graduation rate was 55%

Four years ago the school transitioned from the Expeditionary Learning network of schools (formerly known as Bronx Expeditionary Learning high School) to a school with a more precise mission of preparing students for the rigors of college. Our formal mission statement reads, "The mission of Bronx Collegiate Academy is to be a diverse and inclusive community that provides a rigorous and competitive education to all of our students. Students will be empowered to develop the skills to become lifelong learners and effective citizens in an evolving society through an engaging curriculum and a nurturing environment. "

Current collaborations include a partnership with the New Settlement College Access Center. New Settlement provides supplemental college counseling. They assist our seniors with application submission, financial aid, and post-graduation support. In addition, New Settlement provides an instructor for an SAT prep class for our juniors, multiple college exposure trips for all of our students and families and a college readiness class for the students in our scholar's program. Other collaborations include a teaching apprenticeship with the Fordham University School of Education and multiple partnerships with organizations which provide extra-curricular activities for our students.

Our strengths are embedded in our tight knit community. As evidenced in our survey data, staff, students and families value our community. Even with the hardships that are affiliated with sharing a campus amongst seven schools; B.C.A. students make the most of the opportunities provided by the school. Glowing moments in the short history of B.C.A. include multiple POSSE scholarship recipients, a vastly improved course offering including the following advanced placement classes: A.P. statistics, A.P. English literature, A.P. English language, A.P. Spanish language, A.P. European history, A.P. United States, Calculus, and college accredited psychology.

Challenges include: limited space issues, a negative reputation of campus related violence, an increasing population of language learners who are subjected to the same accountability measures as other students including the increased rigor of the Common Core.

Last year, B.C.A. made great strides in supporting student social and emotional developmental health. Our OORS incident data showed a decrease in incidents and suspensions. Most impressive was the sharp reduction in incidents that occurred during instruction. The concerted effort was fueled by a number of factors: more engaging lessons, partnership with Good Sheppard Services, community building events and incentives, and a more proactive approach to student affairs.

This year the key area of our DTSDE Tenet focus is curriculum development and support. We received a rating of developing on last year's quality review for area 1.1. This year we adopted multiple strategies to support planning. The first is to fund substitute teaches in order to allow content teachers to use the time for planning. This is scheduled once/month. Secondly, we worked closely with network instructional support staff to better align our curriculum with the Common Core framework. As part of our peer lesson review we conduct lesson plan reviews before visiting the classroom.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

09X227 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	383	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.0%	% Attendance Rate	80.4%
% Free Lunch		77.5%	% Reduced Lunch	0.3%
% Limited English Proficient		30.9%	% Students with Disabilities	25.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.8%
% Hispanic or Latino		68.5%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.64	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		3.3%	% Teaching Out of Certification (2013-14)	25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		43.1%	Mathematics Performance at levels 3 & 4	69.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		67.0%	% of 2nd year students who earned 10+ credits	51.7%
% of 3rd year students who earned 10+ credits		46.1%	4 Year Graduation Rate	54.5%
6 Year Graduation Rate		58.2%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

09X227 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	383	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.0%	% Attendance Rate	80.4%
% Free Lunch		77.5%	% Reduced Lunch	0.3%
% Limited English Proficient		30.9%	% Students with Disabilities	25.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.8%
% Hispanic or Latino		68.5%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.64	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		3.3%	% Teaching Out of Certification (2013-14)	25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		43.1%	Mathematics Performance at levels 3 & 4	69.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		67.0%	% of 2nd year students who earned 10+ credits	51.7%
% of 3rd year students who earned 10+ credits		46.1%	4 Year Graduation Rate	54.5%
6 Year Graduation Rate		58.2%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

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% Hispanic or Latino	68.5%	% Asian or Native Hawaiian/Pacific Islander		1.1%	
% White	0.3%	% Multi-Racial		N/A	
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Years Principal Assigned to School (2014-15)	3.64	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
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% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.25	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	43.1%	Mathematics Performance at levels 3 & 4		69.4%	
Credit Accumulation High Schools Only (2013-14)					
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6 Year Graduation Rate	58.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

09X227 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	383	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.0%	% Attendance Rate	80.4%
% Free Lunch		77.5%	% Reduced Lunch	0.3%
% Limited English Proficient		30.9%	% Students with Disabilities	25.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.8%
% Hispanic or Latino		68.5%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.64	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		3.3%	% Teaching Out of Certification (2013-14)	25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		43.1%	Mathematics Performance at levels 3 & 4	69.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		67.0%	% of 2nd year students who earned 10+ credits	51.7%
% of 3rd year students who earned 10+ credits		46.1%	4 Year Graduation Rate	54.5%
6 Year Graduation Rate		58.2%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

09X227 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	383	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.0%	% Attendance Rate	80.4%
% Free Lunch		77.5%	% Reduced Lunch	0.3%
% Limited English Proficient		30.9%	% Students with Disabilities	25.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.8%
% Hispanic or Latino		68.5%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.64	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		3.3%	% Teaching Out of Certification (2013-14)	25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		43.1%	Mathematics Performance at levels 3 & 4	69.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		67.0%	% of 2nd year students who earned 10+ credits	51.7%
% of 3rd year students who earned 10+ credits		46.1%	4 Year Graduation Rate	54.5%
6 Year Graduation Rate		58.2%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

09X227 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	383	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.0%	% Attendance Rate	80.4%
% Free Lunch		77.5%	% Reduced Lunch	0.3%
% Limited English Proficient		30.9%	% Students with Disabilities	25.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.8%
% Hispanic or Latino		68.5%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.64	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		3.3%	% Teaching Out of Certification (2013-14)	25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		43.1%	Mathematics Performance at levels 3 & 4	69.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		67.0%	% of 2nd year students who earned 10+ credits	51.7%
% of 3rd year students who earned 10+ credits		46.1%	4 Year Graduation Rate	54.5%
6 Year Graduation Rate		58.2%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

09X227 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	383	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.0%	% Attendance Rate	80.4%
% Free Lunch		77.5%	% Reduced Lunch	0.3%
% Limited English Proficient		30.9%	% Students with Disabilities	25.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.8%
% Hispanic or Latino		68.5%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.64	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		3.3%	% Teaching Out of Certification (2013-14)	25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		43.1%	Mathematics Performance at levels 3 & 4	69.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		67.0%	% of 2nd year students who earned 10+ credits	51.7%
% of 3rd year students who earned 10+ credits		46.1%	4 Year Graduation Rate	54.5%
6 Year Graduation Rate		58.2%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

09X227 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	383	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.0%	% Attendance Rate		80.4%	
% Free Lunch	77.5%	% Reduced Lunch		0.3%	
% Limited English Proficient	30.9%	% Students with Disabilities		25.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		29.8%	
% Hispanic or Latino	68.5%	% Asian or Native Hawaiian/Pacific Islander		1.1%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.64	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.3%	% Teaching Out of Certification (2013-14)		25.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.25	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	43.1%	Mathematics Performance at levels 3 & 4		69.4%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	67.0%	% of 2nd year students who earned 10+ credits		51.7%	
% of 3rd year students who earned 10+ credits	46.1%	4 Year Graduation Rate		54.5%	
6 Year Graduation Rate	58.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the June 2014 chancellor’s day professional development the faculty unpacked the findings from: our quality - review, self-assessment surveys and observation data to determine our key focus area for the upcoming school year. These data tools led us to focus on curriculum development and support. Historically, our curricula had been aligned to the New York State standards with the end goal of covering all of the content that was assessed on the accompanying Regents exams. During the past two years we have begun the shift of aligning our curricula to the Common Core standards. The transition is ‘difficult’ because many of the Regents exams are aligned to the state standards and we must continue to incorporate those standards into our curriculum. Inherently, focusing on these standards has increased the rigor of our lessons but we are continuously incorporating and refining practices that promote increased rigor and higher order thinking. A growth area in this tenet is for us to find the appropriate balance between building deep conceptual understanding and managing the pacing calendar to cover the necessary content.

An excerpt from our last quality review was, “build consistency in the development of curriculum which incorporates tasks that lead to higher order thinking skills in order to meet the needs of all students across content areas and enhance college readiness.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All core subject area teachers will work in collaborative communities to create curricula and academic tasks that are aligned to the CCLS and promote rigorous habits such as higher order thinking, reading and evidence based writing. This goal will be measured through observational data collected through May 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Bi-weekly peer observation group cycles. Tuesday-lesson study. Wednesday – conduct observation. Thursday - feedback	Fall – Dept. Teams. Spring – Grade Teams.	October-May	Dept. Leaders & Grade Leaders
Common planning. Plan and implement common core aligned lessons.	All teachers	September - June	Admin & Dept. Leaders
Monday afternoon professional development.	All teachers	September - June	Principal & P.D. Coordinator
Planning Days. Scheduled ½ days of planning for department teams. We will cover their classes with substitutes	All teachers	October - May	Dept. Leaders 7 Admin

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Needs: Substitute teachers. Admin scheduling coverages.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Midpoint benchmark will be completed curriculum map for the Fall semester. Timeframe for completion is end of semester one. (January 2015)

Part 6b. Complete in February 2015.

- | | | | | |
|------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	H
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	H
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The most recent quality review and survey environment data support our belief that the school culture is one in which students feel safe, supported and challenged. On the survey 90% of the students responded that they felt safe at school and we received a rating of well-developed on item 3.4, establishing a culture for learning. Our success is primarily due to our commitment to creating an environment in which students feel supported and welcome. Both financial and time resources are used on extra-curricular activities, student driven events and performance incentives. Our priority need is to evolve into a community in which students are allowed to play a greater role in the decision making, including disciplinary policies, conflict mediation and budgeting.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The number of incidents and suspensions will decrease by 5% from the prior year when observed in June 2015 due to supporting, sustaining and promoting social and emotional growth as well as community building.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015.**

- | | | | |
|------------------------------------------------------------------------------------------------------------------|--|-----|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In our most recent quality review we received a rating of developing in area 1.2, 'develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching.' An excerpt of the rating narrative reads, "Strengthen teachers' pedagogical skills and practices in order to build a student-centered environment across all subjects that are aimed at increasing student engagement." Observational data shows that we have made significant improvements in student engagement but smaller gains in providing multiple entry points for all learners. Our professional development has focused on providing strategies for creating these access points in daily lessons. Teachers use Interim Assessment data, Lexile levels, classroom assessments and other data points to inform lesson planning. Our next step is to make sure that this data is available and accessible to students so that they can take greater responsibility for their own learning.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 75% of all 9th and 10th graders will increase their reading comprehension skills, vocabulary levels and reading rates as measured by the Reading Plus assessment series.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Reading Plus is an online program that tests comprehension, fluency and vocabulary. Students will be programmed to use the series at least twice per week and have unlimited access. Teachers will monitor student progress on a continual basis.	All 9 th and 10 th graders. 11 th /12 th grade English Language Learners.	October - June	ELA/ESL teachers
Teachers will use units from the EngageNY curriculum across all ELA classes.	All students	January - June	Asst. Principal & ELA/ESL dept. chairperson
AIS tutoring (Homework Club)for students who don't meet targets.	Students who don't meet the target.	January - June	ELA dept. chairperson

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Reading Plus series. Vendor provided professional development.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in February 2015.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	H
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 70% of all 9th graders and 65% of all 10th graders will meet the 10 credit promotional threshold. These goals represent increases of 3% and 13% respectively.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	H
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	H

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The average daily attendance rate for 2014 – 2015 will increase to 82%, representing a 2% increase from the prior year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, 			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	9 th – 10 th grades Failed most recent Interim Assessment. Lexile scores on Reading Plus assessments 11 th -12 th All students who have not passed the ELA Regents .	Reading Plus program. Interactive digital based program.	Whole class and one-one consultation.	Afterschool on Wednesday and Thursday. Fridays during lunch. 9 th , 10 th and all ELL students – one period daily.
Mathematics	9 th Grade. Failed course and failed latest Interim Assessment. 10 th – 12 th All students who have not passed the Int. Algebra exam.	Targeted standards based re-teaching.	Small group with data driven individualized work plans	Saturday sessions throughout the entire school year. Staff and peer tutoring Tuesdays and Thursdays. afterschool
Science	All seniors who have not passed the Regents exam.	Castle Learning program. Detailed instruction with accompanying assessment. Teacher designed units	Small group	Six Saturday sessions prior to each Regents exam. Afterschool on Wednesday and Thursday.
Social Studies	All seniors who have not passed both of the Regents exam.	Castle Learning Digital program. Detailed instruction with accompanying assessment. Teacher designed instructional units. Small group tutorial sessions. Interactive writing. Targeted standards based re-teaching.	Small group	Six Saturday sessions prior to each Regents exam. Afterschool on Wednesday and Thursday.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All mandated IEP students. Students who are referred by our SBST.	Advisory. Taft campus Spark program. Montefiore clinic health based	Mostly individual. Some small group counseling	During the school day

		programs.		
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We are in the second year of our partnership with Fordham University for the recruitment of Highly Qualified teachers. After serving in an apprentice role for two semesters, we hired three of the student teachers. Other recruitment strategies include strong relationships and communication with Teach for America, Teaching Fellows and the NYCDOE Teacher Select Office. Teachers are assigned to license areas but given careful consideration for best fit of grade level and partner teacher assignment. Multi-tiered support includes department team meetings, grade team meetings, co-planning allocation and weekly professional development series.

2b. 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).

- Weekly PD for teachers in Grade Teams and Department Teams that includes lesson study, lesson feedback, looking at students work and alignment of units and lessons to the CCLS.
- Weekly full staff PD focusing on topics related to the instructional focus. Most staff P.D. led by faculty members. Teachers teaching teachers.
- Subject specific Network PD that allows teachers to connect with and learn from colleagues across the Network
- Opportunities to attend National trainings and conferences upon request
- Continuous support for the use of Skedula to track student progress

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

BCA values distributive leadership. As such, the school leaders regularly meet with teacher team leaders (grade team and department) to discuss assessment strategies as well as most school wide policy decisions. Team leaders in turn consult with their teams and bring back ideas and concerns to the school leaders. The professional development that accompanies assessment is scheduled in our annual P.D. plan.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	294,336	x	9-19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$71,245	x	9-19
Title II, Part A	Federal			
Title III, Part A	Federal	13,520	x	14-15
Title III, Immigrant	Federal	20,157	x	14-15
Tax Levy (FSF)	Local	2,385,461	x	9-19

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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 with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 9	Borough Bronx	School Number 227
School Name Bronx Collegiate Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Darryl White	Assistant Principal Nikki Lieberman
Coach Glyse Doty	Coach Jeremy Kaplan
ESL Teacher Maria Rivas	Guidance Counselor Y. Guzman; A.Maisonette
Teacher/Subject Area Corrille Fletcher/ESL	Parent type here
Teacher/Subject Area Gicel Adon/ESL	Parent Coordinator Stephanie Caceres
Related Service Provider Joan Taylor	Other Paul Scofield/ESL
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	364	Total number of ELLs	107	ELLs as share of total student population (%)	29.40%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										2	2	3	3	10
SELECT ONE												3	3	6
Total	0	0	0	0	0	0	0	0	0	2	2	6	6	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	25
SIFE	17	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	43

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	32	17	0	33		5	42		20	107

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	32	17	0	33	0	5	42	0	20	107
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										29	23	24	26	102
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian										1	1			2
French										1	1		4	6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	34	25	24	30	113								

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	33		3	
Integrated Algebra				
Geometry	5		2	
Algebra 2/Trigonometry	45		22	
Math _____				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	25		6	
Physics				
Global History and Geography	28		8	
US History and Government	23		6	
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:

- 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.
 - ESL teachers use various reading and writing assessments to evaluate student's proficiency in English for both incoming and returning

students. The New York State ESL Interim Assessment and Achieve 3000 both are used to evaluate students' literacy skills. In terms of reading we see that about 90% our students are reading below grade level. For the year we will be focusing on strategies and skills, which assist students in improving their reading and writing skills. Teachers use this data to continue developing the lessons plans using various strategies which are scaffolded and differentiated including in order to help students improve their reading and writing skills. All the data is evaluated as a department and then communicated to other departments in order to better assist both teachers and students. As a school, BCA is developing an instructional plan which focuses on developing reading, writing skills in ESL class and through content areas. This year our core content area of focus is Social Studies where our ESL teacher will co-teach with content area teacher and then facilitate a writing workshop with focus on content area writing. This will assist students in developing their writing skills with content foundation. With the forementioned, teachers will participate in Inquiry meetings to discuss ELLs academic progress, the combination of Inquiry meetings and assessments assist teachers in acquiring more knowledge to better assist each ELL student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. On the overall NYSESLAT scores the majority of our ESL students are in the intermediate proficiency level across the grades. We had 10 new admits who took the LAB-R. Four, 9th graders and two 10th graders scored as Beginners. 3 9th graders scored advance and 2 seniors scored proficient. The LAB-R data reveals that the majority of our students are either Intermediate or Beginner level across the board.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
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?
 - 4a. In general, most students prefer to take Regents exams in English, as that is the language of instruction for all Freestanding ESL classes. However, when students have access Bilingual reading texts or tutoring, some prefer to look at the exams in both languages and respond in Spanish. Lower proficiency level ELLs who use this native language support often perform better than other ELLs at a similar proficiency level who take the exam in English only. For this year students who are part of the tutoring, and reading program will be monitored in order to assess their skills. Across board students are performing better in Math Regents exams and from the data most are not performing well in the content areas such as science and history. As for the English Regents the passing rate was low, with all this information- the ESL team has established classes with a focus of intensive reading and writing skills. The next step will be to include more content area knowledge in the ESL classes in order to better prepare the students for these exams. This will require a more interdisciplinary approach to teaching which will be a focus of our ESL team.
 - 4b. For this year we will continue to use the Periodic Assessment in order to assist with lesson planning and preparation for the state exams. We are currently looking for an assessment, which will be more affective in assessing students' English proficiency levels. At BCA periodic assessments have proved to be valuable when addressing our instructional goals. In addition, leadership has designated an Inquiry team which is focused on ELLs progress, and the ESL Department will develop an instructional plan which includes strategies to better assist all the departments in developing ELLs' skills. ESL teachers are also working with various departments with lesson developing and ESL strategies to help students. In addition ESL teachers are also scaffolding strategies to integrate content area skills which will assists students in preparing for exams and college.
 - c. When available students are assisted in their Native Language. Glossaries, dictionaries and translations are also provided in classrooms.
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](#).)
5. NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
 6. To ensure that a child's second language development in considered in instructional decisions the ESL department communicates the language needs with all teachers. At BCA teachers differentiate lessons to reach all students needs. Teachers are also provided with various language resources from translated material, to glossaries and dictionaries.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

NA

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

8. Evaluation of our ELL program is ongoing. The evaluation includes looking at students' academic growth in the classroom and reviewing reading/writing levels periodically to assess their skills. During the school year surveys assessing students' skills will also be part of evaluating the ELL program in order to better serve both students and teachers.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

During the registration process, the parents of newly admitted students who speak a language other than English at home are referred to Ms. Guzman, one of our Guidance Counselors who is a native Spanish speaker and a qualified pedagogue with a Masters in School Counseling, a certification in school counseling and a bilingual extension. Ms. Guzman administers the HLIS and conducts the oral interview in English and the native language with most parents of our incoming students. For families who speak French at home, Mr. Scofield, a certified ESL teacher with a Masters in TESOL, assists with the HLIS and oral interview. If students meet the qualification for Lab-R administration (i.e, answer 'yes' to speaking a language other than English the requisite number of times on each section) Ms. Fletcher, a certified teacher with a Masters in TESOL, administers the Lab-R test to the student(s) the next day or as soon as possible. Ms. Fletcher hand scores the results, records the results in the ESL binder and delivers the answer documents to Fordham Plaza. Based on their Lab-R scores, students are placed in the appropriate classes within 10 school days of registration.

The Spanish LAB will be administered to all new students who are native Spanish speakers within the first 10 days of school. The test will be administered by Maria Rivas, a certified ESL teacher with a Masters in TESOL and Vanessa Slipczuk, a certified Spanish teacher with a Masters in Spanish. Newly admitted students who transfer from other NYC public schools already have HLIS and LAB-R data on file. For these students, Ms. Vartanova, the Program Co-ordinator, with a valid NYS teaching license who checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration. Ms. Vartanova has an MA in Engineering and Computer Science from the former Soviet Union and a Masters Degree in School Counseling.

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.

At the beginning of the year, an ESL orientation was held to inform parents of their rights and program choices. ESL teachers organized and ran the parent orientation. The principal, assistant principal, the dean and one of the guidance counselors also attended. Parents viewed the ESL orientation video explaining the three program choices (Transitional Bilingual, Dual Language and Free Standing ESL). Parents were provided with the parent survey and program selection form in their native language(based on the native language identified in the HLIS). Afterwards, parents completed their program selection form and survey. Entitlement, continued entitlement and placement letters in the home language were mailed home after the orientation.

For parents who were unable to attend the ESL presentation, a make-up session will be held during the fall Parent-Teacher tConferences. The video and program choices will be presented in the parents' native languages. A certified ESL teacher will facilitate the meeting. After the video, parents will fill out the program selection form and the parent survey. Entitlement, continued entitlement and placement letters will be mailed to the parents within 10 school days.

Follow up letters and documents will be mailed to parents who were unable to attend either event. Copies of the letters and documents are also available to parents in the school's main office.

In the past we have scheduled orientation meetings for the parents as a group. Beginning in October, new students and parents will be provided with the orientation materials at registration. A certified ESL teacher will be present to explain the three program choices, show the video and explain the program selection form. Students are placed appropriately and parents receive an entitlement and placement letter within ten days of enrollment. If a TBE/DL program should be offered, program selection forms will be reviewed to identify parents who have previously chosen those programs. Parents will be notified by mail of the new option and an information meeting will be scheduled. Parent will also be notified by phone about the meeting.

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 [\[see tool kit\]](#).)

Parents who were not able to attend an orientation session will receive the parent surveys and program selection forms in the mail. Parents are asked to send their responses to school with their students. As teachers receive the program selection forms, they are placed in files according to the program selected. A record is kept of each form received. Copies of the forms are also placed in the student files. Follow-up calls are made for parents who have not yet submitted their program selection forms and parent survey.

Ms. Rivas, Ms. Adon and Ms. Fletcher are responsible for the distribution of all entitlement letters. An excel sheet is used to maintain records of all letters sent to parents. As stated above, program selection forms are filed according to parent choice and another file is maintained for parent surveys in the main office. Forms are filed as they are received - from orientation sessions or students bringing them to their ESL teachers.

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.

Based on the parents' program selection, students are placed in Freestanding ESL classes. When available (20 students or more in a grade who speak the same home language.), students exhibiting lower English proficiency skills are placed in a Transitional Bilingual Education program with first language support in academic content areas. With parental approval, students then transition into Freestanding ESL classes as their English proficiency increases. Placement letters, entitlement letters and continued entitlement letters are written in the home language and mailed in a timely manner. An excel sheet tracks all letters sent to parents. Continued entitlement is based on the NYSESLAT scores from the previous spring and entitlement is based on the Lab-R. All written communications with parents are in the parents home language. Spanish and French are the main languages of families at BCA. When parents come to the school, translation is offered by the bilingual guidance counselors as well as bilingual teachers and staff. For phone calls to the home, the above counselors, teachers and staff are available for translation. In addition, teachers use the DOE translation service. For Parent-Teachers conference, additional translators are provided. The ELPC screen is updated accordingly within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all ELLs receive the NYSESLAT annually, we cross reference the BCA student names on the BESIS report and the RLER. Ms. Rivas, Ms. Adon and Ms. Fletcher, certified teachers with Masters in TESOL, administer the test.

Prior to the test dates, the three teachers review the list of students and the test materials and the administrator instructions. Each teacher is responsible for administering the speaking part of the test with her own students. A schedule is created and classes are combined for administering the listening, reading and writing sections of the test. Each teacher keeps track of her students who miss sections of the test and need to take make-ups which are administered at the end of the testing. An Excel sheet is updated daily with names of students and the sections of the test that they have taken.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**

Parents typically chose Freestanding ESL. As the school welcomes more and more Beginner level ELL students, we are making every effort to increase our bilingual staff and Transitional Bilingual program offerings. We have two Spanish-speaking guidance counselors and a bilingual SPED teacher. The SPED co-ordinator and the ESL co-ordinator are also Spanish speaking. In addition, the administrative staff in the main office speak Spanish and are able to facilitate communications

with parents.

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])?
 - 1a. At Bronx Collegiate Academy, we use a combination of Departmentalized and Push-in(Co-Teaching models) to support our English Language Learners. Beginner and Intermediate ELL's in the 9th and 10th grades receive exclusive daily ESL instruction twice a day. 9th and 10th grade ELLs receive Push-in services with an ESL teacher in Environmental Science and Earth Science as well as bilingual teacher support in Global History. There are also several small Bilingual Global History classes.
 - 1b. All programs are scheduled as a combination of Heterogeneous and Homogenous grouping. In general, Homogeneous groupings for ESL classes and classes with support and Heterogeneous for Push-In content area.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.
 - 2a. All Beginning level students receive a minimum of 540 minutes of ESL instruction per week. Most Intermediate students at BCA receive at least 450 minutes of ESL instruction per week. Most 11th and 12th grade Intermediates are scheduled for an ESL/Regents Prep course. Advanced ELL students are programmed into ESL classes for at least 180 minutes per week. ELL students who speak Spanish receive native language support through Spanish language classes for 225 hours a week and student whose native language is French receive support through tutoring with a French native speaker.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. All content area classes for ELL's at Bronx Collegiate Academy are taught in English. All 9th and 10th grade ELLs have bilingual support in Global History. Teachers use the Common Core Standards to align and guide curriculum and teaching. Content area strategies for the ELL's include graphic organizers, building background knowledge, content area literacy strategies, identification of cognates, scaffolded writing exercises, and other methods to support literacy. Materials include textbooks, visuals and graphic organizers and technology such as the Smartboard, Internet, and ELMO. ESL teachers provide content area support in several ways. When co-teaching a class, the ESL teacher will plan or review lessons to ensure that the language is comprehensible for the ELL's. The language of a lesson can be simplified but not the content. The ESL teacher will offer strategies that are helpful to ELL's, as well as assessment ideas. The ESL teacher will also focus on delivering content area vocabulary in an understandable way. The ESL teacher works with students in small groups or individually.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. All new Spanish speaking ELL's are evaluated using the Spanish Lab. It will be administered by the certified Spanish teacher, Ms. Slipcuzk who has a Masters in Spanish and Ms. Rivas, previously mentioned (See 1a). Also, Achieve 3000 is used to assess the reading levels of students in Spanish. The level set in Achieve 3000 is administered three times a year.

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

5. To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition we administer Interim Assessments four times a year. The data gained from these assessments is used for the creation and revision of unit and lesson plans and to ensure that students are growing appropriately in each of the modalities. To further assess students' reading and writing level also administer the level set offered by Achieve 3000 which is administered three times a year.

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).

6. Bronx Collegiate Academy makes every effort to service all ELL's within the constraints of a small school and teaching staff.

6a. When necessary, SIFE students are offered multi-grade programs to make up any skills or credits missed through interrupted formal education. Content area teachers support SIFE students with a variety of ESL strategies. Smartboards, ELMO overhead projectors and computers are used in the classroom. After school support is available in all content areas. Scaffolding and differentiation are utilized in the classroom.

6b. When space allows, newcomer ELL's are placed into Transitional Bilingual Education while maintaining content area in the native language. Newcomer ELL's are grouped Homogenously at first to allow for both intensive targeted instruction and to allow time for students to adjust to the new school setting. When available, special summer school classes are offered for newcomer ELL's to help support ESL instruction before the school year begins. After the 9th grade, summer school programs facilitate language and skills review as students' progress to the upper grades. Regarding testing, Newcomer ELL's are introduced to standardized testing procedures within the first year through the LAB-R and NYSESLAT preparatory exercises. Because Newcomer ELL's may never have been exposed to standardized testing, teachers in these classes take extra care to explain and practice testing procedures. In the classrooms, teachers differentiate using projects, group work and pair work. Activities are scaffolded. For reading, content is differentiated according to the students' individual level and classrooms have new leveled libraries. ESL strategies, such as visuals, graphic organizers and scaffolding are used by all teachers. The Achieve3000 reading program, an independent reading program on the Internet, is used twice a week. After school support is available in all content areas.

6c. Students who have received 4-6 years of ESL instruction have generally achieved proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing) but need targeted instruction to achieve full proficiency. Teachers review these students Interim Assessments and NYSESLAT scores to identify specific areas of need, and program and plan instruction to accommodate the students' continued progress. The BCA literacy program provides for a period of reading and a period of writing each day. We also use the reading and writing program, Achieve 3000. It is an independent reading program accessed on the Internet that students use in class 2-3 days a week. We offer a Regents Prep class to 11th and 12th ELL's and the writing focus will be on essay formats similar to those on the ELA Regents exam.

6d. Teachers continue to assess specific language needs for Long Term ELLs. Generally, these are upper classmen who have completed their required credits but struggle with the Regents Exams, typically those in ELA and Global History. Students are offered targeted instruction in academic reading and writing, as well as content area literary and test preparation strategies to prepare for the Regents.

6e. After testing proficient students are placed in ELA and regular content area classes. They are provided with access to all ESL

services and after school ELL programs. Also all ELL accommodations mandated by the state are in place to facilitate their transition into mainstream classes.

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?

7. Programs for ELL/SWDs are scheduled in meetings by the SPED coordinator, Ms. Lieberman, the ESL coordinator, Ms. Rivas and the scheduling coordinator, Ms. Vartanova. Students' scores on the NYSESLAT and SPED academic testing such as the WRAT, KTEA and Woodcock and Johnson are considered during student placement process. ELL/SWDs are placed in small classes with integrated co-teaching. Learning styles are evaluated and differentiation occurs through leveled learning. The literacy block provides for one period of reading and one period of writing each day. The classrooms have leveled libraries and students read independently during the reading period. Instructional strategies include visuals, building background knowledge, scaffolding and pair and group work. Technology such as the Smartboard, ELMO and computer tasks are also utilized in the classroom. Every effort is made to provide appropriate programs for ELL-SPEDs with mandated bilingual instruction. The SPED coordinator and one SPED teacher are bilingual and can provide supplemental services for Spanish speaking students. The classroom teachers use ESL strategies, such as visuals, building background knowledge and graphic organizers, to facilitate understanding. Tasks are scaffolded and differentiated to ensure comprehension. In some content areas, textbooks and workbooks are available in Spanish or bilingual editions. After school support is also available.

Instructional strategies for ELL-SWDs include building background knowledge, graphic organizers, visuals, understanding of cognates and a wide variety of reading and writing strategies. We use several sets of textbooks for 9th and 10th grade including Milestones, Shining Star and Connect. Classrooms have leveled libraries as well for independent reading. Achieve 3000, a leveled, independent reading program that students access on computers is also used in our ESL classrooms. We also offer CASA (Community, Arts, Studies, Achievement), an after school programs specifically for ELL's. CASA is an after school program where students receive academic support, social and cultural activities and field trips for ELL students and parents.

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?

8. For students who have both LEP and special needs, the school programmer reviews their IEP's and NYSESLAT results and consults with teachers to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform students placement, but every effort is made to accommodate both mandated ESL/ELA/NLA instruction along with Self-Contained, Co-Teaching and Special Education Teacher Support Services.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English

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

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

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

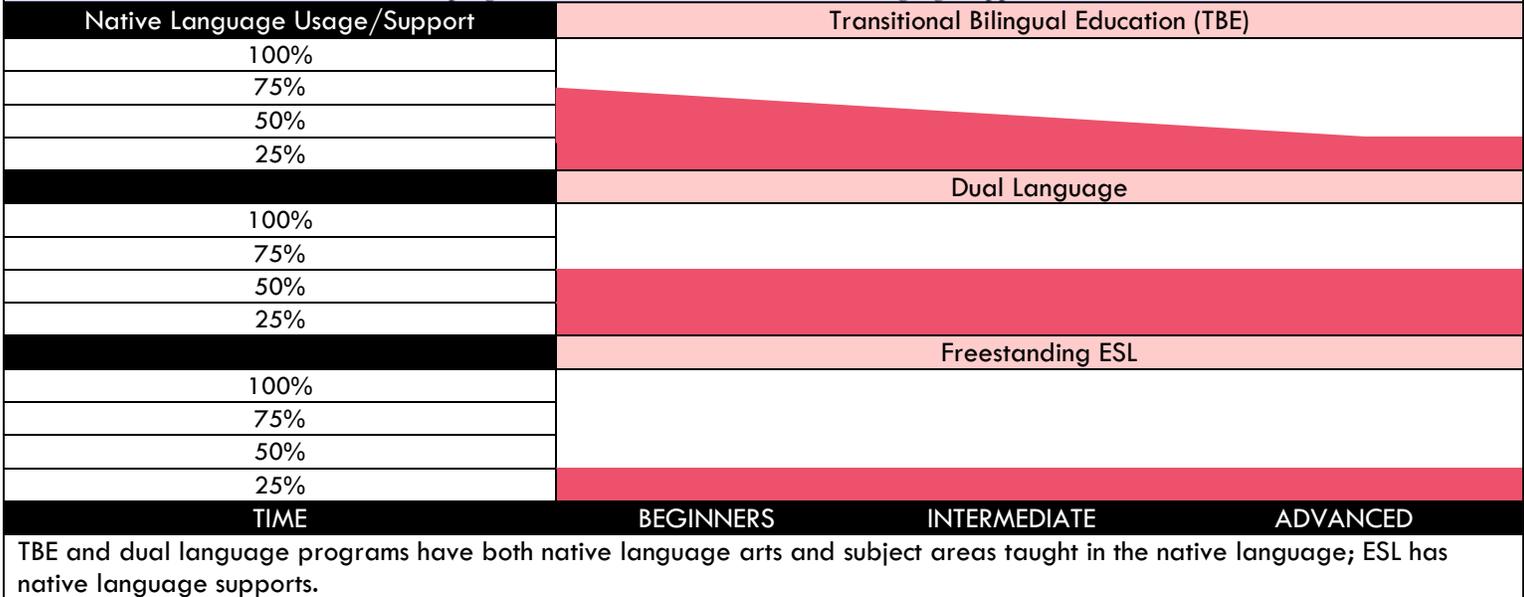
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
9. Bronx Collegiate Academy offers tutoring classes in ELA, math and other content areas to all students three days a week. ELL's participate fully in these tutoring classes and a few are targeted specifically for ELL's. We also offer support for ESL students in the 9th and 10th grades by keeping all ESL students in together in Math classes and providing a Bilingual Paraprofessional in the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our program is proving to be very effective for our ELL students. Our incoming ELLs are given the opportunity to share in a community of other ELLs by being provided with homogeneous groupings and by having them participate in academic and culturally enhancing experiences such as our CASA program. Last year most of our students went up at least one level in their NYSESLAT and, according to our Achieve 3000 data, their lexiles scores went up an average of 100 points. Our ESL students are also passing or showing great improvement in their Regents exams as demonstrated by our test results last year.
11. What new programs or improvements will be considered for the upcoming school year?
11. At Bronx Collegiate Academy we continue to use Achieve 3000, an independent reading program as well as Castle Learning Online for supplementary work. We have also implemented the CASA program to enhance our students social, cultural and academic experience at BCA.
12. What programs/services for ELLs will be discontinued and why?
12. We have eliminated the Transitional Bilingual Program for 9th graders. The program is not being offered this year because we do not have the requisite number of students. We also used Rosetta Stone in the past but did not find it very effective.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELL's are encouraged to participate fully in the school life at Bronx Collegiate Academy. ESL tutoring, ESL summer school/programs and CASA are the supplemental services available for students. We encourage them to learn and socialize fully with General Education students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. As in all classes at Bronx Collegiate Academy, ELL's are supported through the use of Smartboards, ELMO overhead projectors, class laptop carts as well as fieldwork and experts. ELL's are provided with additional supports, including the Milestones and Connect textbook series and Achieve 3000.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Most ELL students at Bronx Collegiate Academy receive native language support, either through Spanish language classes or tutoring in French with a native French speaker. There are a few students who do not receive native language support because their native language is not typically spoken here. All students have bilingual dictionaries (English/French), (Spanish/English) available in classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. All students are grouped by grade and proficiency levels.
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.
17. When available, ESL summer school programs are offered to incoming ELLs as well as Summer Bridge. Students have an opportunity to begin or review their language skills, meet ESL faculty and form social and academic relationships with their peers. Students who enroll throughout the school year are paired with an ESL buddy to help them get acclimated with the new school and new systems.
18. What language electives are offered to ELLs?
- Currently, Spanish is the only native/foreign language offered at Bronx Collegiate Academy.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel at Bronx Collegiate Academy is encouraged to attend at least four Professional Development sessions from the NYCDOE Office of English Language Learners. Teachers try to attend different sessions and then turn key the information to the rest of the department or our entire staff if appropriate. Also, once a month (the 2nd Tuesday of every month) BCA holds whole school professional development for all teachers. At least twice a year these sessions have a focus on ELLs.

2. At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Adon, Ms. Fletcher and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our Coach, Claire Kalambay is also one of our Common Core lead person and is assisting in developing our Common Core curriculum. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ELLs and guidance is also provided by our ELL Network Leader, Pablo Schelino.

3. At BCA we meet in Grade Level Teams with at least one ESL teacher in each grade to better assist teachers in understanding the needs of the ELLs. Teachers have also been assigned a group of ELLs to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs. In the 9th grade especially teachers are guided on how to ensure ELL students stay organized and on top of their work. Also, teachers encourage ELLs to stay for tutoring when needed and are given materials to ensure ELL students have all they need to be successful in high school.

4. BCA will continue its plan to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training.

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. Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night which specifically focuses on ELL students and their specific needs and supports. Second, we are seeking more parent involvement in CASA. Our after school program for ELL students and their parents. For parents we offer ESL classes as well as culturally enhancing field trips. CASA also provides a social outlet for ELL parents. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations
 - 2: BCA is continuing its partnership with Good Shepherd services with the aim of increasing overall attendance and encouraging parental involvement. Good Shepherd consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year.
 - 3: Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Good Shepherd and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions.
 - 4: At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs' Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student's performance in school as well as listen to the parent's concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the Good Shepherd, the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronx Collegiate Academy

School DBN: 09X227

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl White	Principal		10/25/13
Nichole Lieberman	Assistant Principal		10/25/13
Stephanie Caceres	Parent Coordinator		10/25/13
Maria Rivas	ESL Teacher		10/25/13
	Parent		1/1/01
Gicel Adon	Teacher/Subject Area		10/25/13
Corrille Fletcher	Teacher/Subject Area		10/25/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x227 School Name: Bronx Collegiate Academy

Cluster: 4 Network: 411

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.

* Bronx Collegiate Academy looks at the home language surveys, the Learning Environment Surveys, ATS reports (RSSS & RHLA) and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. When we call a parent at home we work with the student to ensure that we have a staff member who speaks the appropriate language and can translate as necessary.

* The Parent Coordinator interacts with parents and keeps forms informational guides, and the translation number for parent teacher conferences and Special Education (IEP) conferences to meet the language needs of parents/guardians.

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

* The predominant group needing translation services are Spanish speaking families. We have concluded that there are a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. Parents needing French, Arabic and other languages are provided with all necessary documentation, educational and major written communication translated by the Department of Education translation services department. Staff members also translate documents into Spanish and sometimes French.

* BCA informs teachers/staff through updating our student data base, emails and memos regarding translation and interpretation needs.

Part B: Strategies and Activities

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

All documents that are sent home to parents are translated into Spanish by in-house school staff. These materials are sent out at the same time as the original documents in English.

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.

As mentioned in PART-A The school will provide oral interpretation by in-house staff as needed. Several staff members regularly serve as translators for phone conversations and in person meetings. Documents which need translation into languages other than Spanish/French are sent to The Department of Education translation services.

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

The school works hard to meet the translation requirements described in the Chancellor's Regulations. In all communications with parents we ask them if they need translation and provide it at their request.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Bronx Collegiate Academy</u>	DBN: <u>09X227</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 111
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9

of certified ESL/Bilingual teachers: 4

of content area teachers: 5

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:

Students who are intermediate and advanced (or beginners who are able to be successful in core academic classes in English) are provided with ESL services according to the federal regulations on the number of minutes of ESL services – 180 minutes for advanced and 360 for Intermediate, as part of our core, mandated program. These services are provided through Freestanding ESL classes and push in support in their core academic classes. We have 4 ESL teachers who are all highly qualified and bilingual staff, bilingual counselors who also assist in the programs. Ms. Rivas and Ms. Adon teach 9th and 10th grade ESL classes and also work with the 11th and 12th students to prepare for the ELA Regents. The coteaching schedule consists of Mr. Scofield working with Ms. Biondolillo, Ms. Hurtado, Mr. Tully in the Social Studies Department and working with Ms. Fries in the Living Environment class. Mr. Heyliger also an ESL teacher coteaches with Mr. Fries, Ms. CSims (Science) and Mr. Litwin (US History).

Saturday Academy: In order to better serve our ESL students, they will attend Saturday Academy and participate in the Conquering Language Through Unity Brilliance and Literacy (CLUB L) program where students are selected to participate based on their needs and teacher assessment of skills. They are provided with this service in order to prepare them for the NYSESLAT and State Regents Exams. Two teachers: an ESL Licensed teacher and Core Subject Area teacher provide these services. The Saturday Academy will take place on Saturdays from 9:00 am to 11:00 am. The average weekly attendance is 25 students. The program will take place for ten weeks prior to each Regents period. Students will focus on the core subjects. Teachers will use various differentiated materials modified for our students.

AFTER School Program: Through our AIS program (CLUB L) in small after school setting tutoring is provided Wednesday -Thursday (3:00-4:15pm)with guidance and direct teaching from the ESL teacher in a small after school setting. Content area teachers and ESL teachers provide an 1 hour and 15 minutes of tutoring for students through the use technology iPads and apps which which assists students in developing both their language skills and content knowledge. This tutoring program assists students who are either ESL beginners and/or ESL low performing in their core classes. All teachers working with the program are certified/licensed, experienced and high-qualified full-time educators. They will provide instruction covering all content areas for which ELL and former ELL students need supports. In addition social and cultural components of the program will develop students speaking, listening and reading skills in English. Every class will also include interactive and team building activities. All of our teachers are employed at our school during the regular high school hours; therefore they are well versed in the high expectations for instruction in these academic intervention service programs. Our teachers are

Part B: Direct Instruction Supplemental Program Information

familiar with the overall needs of our students' academic challenges and areas of support.

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: Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development: All of our teachers receive 1hr and 10 min each week regularly on Mondays, at no cost to Title III. PD is also provided every other month for 2.5 hours (2hours and 10 min) of professional development during an early dismissal for students. This professional development is based on Danielson's rubrics for effective teaching and the co-teaching model that is supported through our Network and our Administrators. In addition, each of our teachers meets with an instructional coach on a weekly basis. At the beginning of the school year these meetings are focused on the creation of an individual PD plan. After the initial meetings, the weekly meetings are used to follow up on classroom observations, lesson plans and other supports that it is identified our ESL teachers need. At BCA we meet regularly as an ESL/ELA Department to discuss students needs and assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Adon, and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our PD Coordinator Ms. Rivas assists teachers in designing in house PD focused on differentiated instruction, classroom management, curriculum and lesson planning along with other pedgogical topics for the whole school. All ESL/ELA BCA pedagogues are participating in Common Core professional development which also incorporates a focus on ELLs and guidance is provided by our Network Liaison, Isabella Robertson; there is whole staff, department and one on one sessions on an ongoing basis through out the year (1-2 times a month). Some of the topics covered in the professional development are as follows; writing skills for ELLS, vocabulary building, differentiation (multiple points of entry), difference between SPED and ELL modifications, ELL exams and requirements. Professional Development full day sessions continue to be provided by Reading Plus as well as two day Professional development by Castle Learning. Additional PD is provided by our technology teacher Mr. Mejia, to incorporate iPads in our ESL classes and AIS. Core subject area teachers also work along with ESL teachers to provide services for ELLS in their classes.

For this year, through our Inquiry team, teachers are focused on a specific group of ELLs in order to assist them. We are also meeting in Grade Level Teams with at least one ESL teacher each grade to better assist teachers in understanding the needs of the ELLS. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs. This year at BCA the plan is to work with all the content area

Part C: Professional Development

teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Teachers have PD every Monday from 3-4pm topics include but are not limited to ELL strategies, Multiple Points of Entry, Engagement, Data Review, Lesson Planning, Reading and Writing across content areas. All teachers attend ELL strategies/skills professional development in order to better serve ELLS both in their core classes and after school programs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training, at no cost to Title III.

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: Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night monthly meeting which specifically focuses on ELL students and their specific needs and supports. Topics such as reading, essential tools for school, academic success and acculturation will be covered at the monthly meetings. Second, our school-wide inquiry project for this year is focusing on ELLs, including a teacher-student mentoring program, about which parents will be kept up-to-date on their child's performance in school. Our data has shown a decline in academic performance during their 11th and 12th grade years. Therefore, this year we targeting our 11th and 12th grade ELLS and to improve their academic performance we will increase communication with parents. Another part of the program requires teachers to meet with a small group of our ELLS to provide guidance and tutoring and also call parents on a weekly basis. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations.

Faculty and staff at BCA come into regular contact with parents: through SKEDULA (bilingual attendance and grading program) faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; our office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that

Part D: Parental Engagement Activities

our bilingual office staff can assist them with completing the survey accurately, should they have any questions. In addition we also have an event with Breakfast with the Principal where parents and staff are invited to meet with the principal. This provides parents and staff an opportunity to meet with the principal and administration to discuss different issues and concerns. In such an environment parents are provided with an opportunity to discuss a range of topics.

At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs' Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which a particular staff member will mentor many ELLs, for this year, in which many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student's performance in school as well as listen to the parent's concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____