



2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X228**

School Name: **JONAS BRONCK ACADEMY**

Principal: **BRENDA GONZALEZ**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle

School Type: Public

School Address: 400 East Fordham Road, Bronx, NY 10458

Phone Number: 718-365-2502

School Contact Person: Brenda Gonzalez

Principal: Brenda Gonzalez

UFT Chapter Leader: Daisy Santiago

Parents' Association President: John Burns Sr.

SLT Chairperson: Samone Grixti

Student Representative(s): Tanjimul Abia

School Number (DBN): 10X228

Grades Served: 06, 07, 08, SE

Fax: 718-365-3892

Email Address: bgonzalez@schools.nyc.gov

District Information

District: 10

Superintendent: Melodie Mashel

Superintendent's Office Address: 1 Fordham Plaza, Room 836, Bronx, NY 10458

Superintendent's Email Address: mmashel@schools.nyc.gov

Phone Number: 718-741-5852

Fax:

Cluster and Network Information

Cluster Number: 05 (FHI360)

Cluster Leader: Debra Maldonado

Network Number: 511

Network Leader: Jorge Izquierdo

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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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)
Brenda Gonzalez	*Principal or Designee	
Daisy Santiago	*UFT Chapter Leader or Designee	
John Burns Sr.	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tanjimul Ambia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Chevanese Diedrick	CBO Representative, if applicable	
Samone Grixti	Member/SLT Chairperson/Teacher	
Francisca Amigon	Member/Parent	
Fiorita Reyes	Member/Parent	
Adriana Trujillo	Member/Parent	
Maria Leal	Member/Parent	
Bibi Rahaman	Member/Parent	
Richard Dirksen	Member/Teacher	
Victoria Dedaj	Member/Teacher	
Gianine LoPriore	Member/Teacher	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Jonas Bronck Academy was created in 1997 as a response to the rapid influx of students to Community School District 10. Concerned parents of The Bronx New School (P.S. 51) worked with Manhattan College faculty, the Department of Education, and local community officials to create a middle school on the campus of Manhattan College. In 2009 a new chapter began when the school relocated to the fourth and fifth floors of a state of the art two story school.

Jonas Bronck is a college preparatory *school of choice*. The mission of Jonas Bronck Academy is to shape an intimate, supportive, engaging school community-where parents are partners; where teachers inspire learning with passion and commitment; and where the staff models – and all the scholars develop and live – our core values of respect, integrity and dignity.

Jonas Bronck Academy will provide the academic and character-building skills our scholars need to graduate from leading colleges, to succeed in a competitive world, and to serve as the next generation of leaders of their communities. Our school vision is to “create an environment where scholars challenge, question, and learn to find answers”. In this environment, students feel safe, supported, and understand the importance of community. An example of this is how we revamped our Scholar Council election so that both candidates and voters can experience the campaign process in an authentic way. Scholar candidates wrote an interest essay and submitted documentation to prove their commitment to being a representative of the school. Once candidates were determined they had to participate in an extensive campaign which included: mingling with parents and staff to gain support during Coffee and Conversation, preparing to present over a three week period to the different grades their responses to their debate question, and creating materials to display and use during their campaign. The school population then partook in electing their representatives which included displaying their school ids to enter the election booths and voting on school propositions that could affect their uniform for the next year. At Jonas Bronck Academy we strive to provide scholars with real world practices in order to clearly promote respect, integrity and dignity as a way of reinforcing positive citizenship outside of the school environment.

Jonas Bronck Academy enjoys partnerships with a multitude of respected organizations within the community

- *Renaissance Inc.* provides instruction in the Arts with their music and chorus programs.
- *Dancing Classroom* provides Jonas Bronck scholars with social awareness, confidence, and self-esteem through the art of dance.
- *Opus* provides Jonas Bronck scholars with the opportunity to enter and share the world of dance through Tap and Jazz.
- *Computers For Youth* provides all sixth grade scholars with a desktop computer to increase student engagement and achievement in school by improving the educational resources available in their homes.
- Learning Through an Expanded Arts Program (LeAp) is the community based organization we have partnered with to provide our scholars extra curricular activities during after school hours. Activities offered consist of, but are not limited, to cooking, graphic design, theater, dance and mask making. We also have partnered up with them to provide in-class extension in literacy and science for the 6th grade.
- Urban Advantage provides our science teachers with professional development that supports their ability to increase inquiry in the sciences. As well as resources and access to the cities museums, aquarium, botanical gardens and zoos.
- Fordham University partnership provides Social Work Interns to grow in their craft by working with our scholars so that more scholars get the personalized attention as they transition through the different phases of adolescent development.
- Fordham Liberty Partnership provides our scholars with academic support such as tutoring.
- Bronx Lebanon Hospital holds an after school program called "Picture the Possibilities" which provides scholars

with strategies to improve interaction with peers, decision making skills, problem solving skills, communication and socialization skills.

- Insurgo is a non-profit organization working to educate our scholars on nutrition and provides our students with a farm to table experience. Their focus is to secure food access for high-need communities and goal is to merge local farms, local restaurants, and local Chefs with local residents to sponsor environmental sustainability and economic growth.

At Jonas Bronck Academy, we are always finding ways to build and grow from year to year. As we entered this school year, we wanted to make sure to take all the feedback we have received in the past to make clear goals for ourselves. We analyzed the feedback from our previous quality review, principal performance observations and feedback from our network to develop our CEP goals.

Building off of our strengths based on the feedback we continue to work strategically to provide professional development opportunities to both new and highly experienced teachers so that the focus of our teachers making meaningful professional gains in embedding strategies that spawn high level student discussions in their daily lessons. A team of teachers met this summer as part of the professional development committee and discussed what needs our school had and needed to put in place to continue growing. After a team discussion, teachers determined that scholars needed to continue enhancing their speaking and listening skills.

Additionally, teachers wanted to have all scholars at Jonas Bronck Academy follow one format for taking notes. From this discussion of scholar needs, teachers developed two universal skills that they believed would develop stronger skills in our scholars.

We have also made gains in improving school wide systems to effectively promote student social-emotional growth. We have adjusted our advisory program to support student learning in this area by interweaving academic support with student dialogue on their current state of being and how it reflects their aspirations toward future leadership. Our program in 6th grade focuses on scholars building social connections with peers and faculty as they are new to the community. 7th grade scholars focus on social emotional and academic perseverance in order to prepare for High School. 8th grade scholars focus on individual accountability in order to prepare to transition into High School.

We expect that through both the CEP goals and our universal skills/goals (Enhancing speaking and listening skills by using accountable talk in the classrooms and Universal note-taking method: Cornell Notes) , we will be able to build uniformity and commonality in all the classrooms. Additionally, we hope that the increase in family participation will help build a stronger bridge between school and home. These goals will all ultimately provide a stronger foundation and necessary structures for teachers to be successful both in and out of the classroom.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Data Sources

- Quality Review
- PPR
- Teacher feedback
- Classroom Observation
- Student Input

Upon reviewing the data sources, we found that an area of growth for our curriculum and teacher practice would be around questioning and discussion which correlated with student data of our top third. One of our strengths has been the incorporation of questions into unit plans and lesson plans with teachers constructing and presenting questions that were furthering student thinking and discussion, our data shows that there can be improvement to the quality of questions and levels that DOK is being addressed.

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

By the end of the 2014-2015 school year, 70% of our teachers will pose high level questions (using DOK) that will help promote student discourse as evidenced by lesson plans, classroom visits, and team meeting discussions and minutes.

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). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
Grade level teams will research essential questions by content within the allotted professional development time.	School-Wide	on-going per unit	Team Leaders
Teachers will differentiate and scaffold questioning based on baseline, benchmark, pre-test and post-test data. In addition, teachers will provide extra help at lunch and/or after school.	School-Wide	on-going per unit	Individual Teachers as they review student data

Teachers will distribute scholar and parent guides per unit that will include the essential questions for the unit, unit vocabulary, skills, contents standards and resources	School-Wide	on-going per unit	Team Instructional Teacher Leader
Students will discuss the essential questions in class per unit, which have also been shared with parents in the parent guides.	school-wide	on-going per unit	Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> Teachers will be allotted professional development time towards developing essential questions and connecting them to each unit. Mastery connect data and/or assessments Lesson plans support essential questions

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	X	Title I Basic		Title IIA		Title III		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: <ul style="list-style-type: none"> 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.				
<ul style="list-style-type: none"> Teachers will submit 1 lesson plan during the week of January 26 - 30, 2015 that will be reviewed for evidence of high level questioning. Section 3b “Using Questioning and Discussion Techniques” of teacher observations will be reviewed for evidence of an effective or highly effective rating by the end of January 2015. 				
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
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Data Sources

- Quality Review
- PPR
- Teacher feedback
- Classroom Observation
- Student Input

As a school we have discussed our vision being around encouraging student ownership and fostering an environment that supports students feeling safe about discussing their academic strengths and areas of development. Upon reviewing our data it was noted that students needed consistent opportunities to speak to their academic progress through a structured format. The consistent development of rubrics by teachers and students would allow students to increasing self-assess and monitor their growth and learning to support their learning and feel safe to expressing needs for academic supports when challenged.

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

By the end of the 2014-2015 school year, 80% of our students will use student and teacher created rubrics to improve the quality of their work as evidenced by the movement to the next level in their portfolios.

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). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
Rubric creation from <i>existing</i> MOSL and CCLS aligned rubrics (social studies) <ul style="list-style-type: none"> ● Teacher provides original rubric with high level vocabulary ● scholars used thesaurus.com to translate high level 	All scholars; 8th grade will head the process of translation for rest of school	On-going per unit	Social Studies

<ul style="list-style-type: none"> vocabulary within all criteria goal was to create new rubric consisting of Tier 1 (& Tier 2) level vocabulary so that 6th-8th grade scholars can understand and access 1 class period Scholars take rubric home and present to parents (what it says and what they must accomplish in order meet the expectations for High Level/Exceeding Standards work) 			
<p>Creation of rubric (art class)</p> <ul style="list-style-type: none"> Discussion and consensus of rubric criteria Discussion and consensus traits within levels Physical creation of rubric <ul style="list-style-type: none"> Either on overhead, Smartboard, or Poster board Scholars take rubric home and present to parents (what it says and what they must accomplish in order meet the expectations for High Level/Exceeding Standards work) 	all grade levels	On-going per unit	Art Teacher
<p>Scholar generated bulletin board rubrics</p> <ul style="list-style-type: none"> Following the Social Studies teacher's model, scholars can examine existing administration rubric and adjust wording where needed Scholars will evaluate different grade levels Scholars on current bulletin board will be evaluators 	School wide - dependent on which scholars are on current board	On-going per bulletin board cycle	ELA Teacher/Student
<p>360 Review: scholar generated rubrics to assess teacher communication/pedagogy in order to improve quality of instruction</p> <ul style="list-style-type: none"> Rubric generated from Survey questions 	School wide (ideally)	On-going; per unit	ELA Teacher/Student

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Team meeting - 2 sessions Original MOSL and CCLS rubrics (social studies) computers with internet access List of tier 1 and tier 2 vocabulary Poster board

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	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
x	NYS STVP Gen Voucher								

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. <p>Specify a timeframe for mid-point progress monitoring activities.</p>				
<ul style="list-style-type: none"> • By the end of January 2015, grade teams will have begun to implement a common rubric to improve the quality of student work. • By the end of January 2015, at least 60% of the hallway bulletin boards will display the use of a teacher or student created rubric to provide feedback on student areas of strengths and weaknesses 				
<p>Part 6b. Complete in February 2015.</p>				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<p>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

As part of the 2012-2013 Quality Review, one area in need of improvement was listed as:

“The enhancement of the work of teacher teams to include the deep analysis of student work in order to inform instructional adjustments that support student learning (4.2)”

Our feedback read that:

“Teacher teams meet at least one to two times per week. Sessions are consistently devoted to looking at student work, analyzing data or planning. Teams meet across grades and are facilitated on a rotating basis by lead teachers. Teachers routinely design the focus of team meetings and make key decisions about their direction. As teachers study student work, they identify student strengths and needs, examining if students have met the standard. However, teachers analyze tasks without referring closely to the criteria established on the rubric for the task. Therefore, teachers miss the opportunity to consider how they might move students to the next level or beyond the standards. As a result, this diminishes the effectiveness of the team’s work on improving their own practice thus limiting students’ from performing at peak levels.”

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

By the end of the 2014-2015 school year, 100% of our teachers will complete at least one entire Inquiry cycle of student work analysis as evidenced by their team meeting discussions, minutes and impact to their pedagogy and lesson plans.

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>
<ul style="list-style-type: none"> ● Teacher teams will be allotted weekly meeting time to engage in Data Action process together ● Step 1: Gather & Review Data 	Elective team: one 7 th	September 2014 to January	Each teacher team leader & supervising

<ul style="list-style-type: none"> ○ Identifying the Data Source ○ Examine Data (Notice & Wonder protocol) ○ Setting Exploratory Questions ● Step 2: Analyze for Learning/Instructional Gaps <ul style="list-style-type: none"> ○ Learning Gaps ○ Instructional gaps ● Plan for Action <ul style="list-style-type: none"> ○ Align with which standards to be addressed ○ Determine Evidence/Evaluation Measure ○ Decide on Strategies/Implementation Plan ● Return to Step 1 for evaluation of intervention strategy ● Collaborative Action Research Project (CARP) to be used as model of inquiry cycle 	<p>grade class</p> <p>7th Grade Team - no progress on State Exams</p> <p>8th grade - 8th grade group of scholars</p>	<p>2015</p>	<p>administrator for that team</p>
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Schedule adjustments: Each department receives data day (2 periods back to back in order to look at data in depth)</p> <p>Teacher teams allotted time each week to engage in inquiry cycle together</p> <p>Google docs for organization of materials</p> <p>The supervising administrator for each team to provide collective data</p> <p>Instructional Resources:</p> <p>Evidence of best practices to be used for possible interventions</p> <p>Scholar samples and teacher samples of work</p> <p>Need for common assessments – e.g. MOSL</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>x</p>	<p>Tax Levy</p>		<p>Title I Basic</p>		<p>Title IIA</p>		<p>Title III</p>		<p>Grants</p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> ● Identify a mid-point benchmark(s) that will indicate school progress toward 				
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meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
By the end of January 2015, all teachers will have chosen an inquiry question based on student data and developed strategies for implementation as evidenced by team minutes.				
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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Data Sources

- Quality Review
- PPR
- Teacher feedback

Teachers submitted portfolios as part of their professional practice and expressed to administration a desire to develop their leadership roles at the school. As we reviewed the indicators for the Quality Review we came across 4.2 c) Distributed leadership structures are in place so that teachers’ leadership capacity is built and they have a voice in key decisions that affect student learning across the school. Upon reflecting on the opportunities and development provided to teachers last year we decided this would be an area of focus.

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

By the end of the 2014-2015 school year, 5 teachers leaders will be in place to facilitate each of the teacher teams that meet daily.

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). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
Distribute posting for position of team leader for each of the teacher teams	All teachers with 3 or more years of teaching	October 2014	Administration

Hold bi-monthly meetings for Instructional team which will consist of the team leaders	Team Leaders	November 2014	Administration
Provide opportunity for professional development for teacher leaders both in house and out of the building	Team leaders	Ongoing	
Teachers will run their own team meetings to ensure there is coherence across the school	All teachers	Ongoing	Team Leaders/Adminstration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Regular meeting time for instructional team Budget to compensate team leaders as per posting

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	x	Title I Basic		Title IIA		Title III		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: <ul style="list-style-type: none"> 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.				
Survey for Team leaders to allow them to self assess how the meetings are going.				
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
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Strengths: Communication is regular and constant; need to maintain high parent involvement and positive connections with all staff and faculty.

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

Increase parent involvement by 10% overall at events, meetings, workshops and activities as measured by attendance sign-in sheets and other forms.

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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Continue with already programmed meetings such as Coffee and Conversation, School Leadership Team, Holiday Concert, Talent Show, Parent Association, Heritage Celebration.	Parents/ Guardians Teachers	Monthly	Parent Coordinator Administration
Ensure parent communications are mailed, back-packed, emailed and/or sent by automated phone calls.	Parents/ Guardians	Ongoing	Parent Coordinator Support Staff
Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.	Parents/ Guardians	Ongoing	Parent Coordinator
Create opportunities for family field trips to visit museums and other cultural/ art venues.	Parents/ Guardians	Ongoing	Parent Coordinator Administration

Part 4 – Resources Needed

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

Funds allocated for parent involvement, connect with CBO’s which provide appropriate resources and services.

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	x	Title I Basic		Title IIA		Title III		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: <ul style="list-style-type: none"> 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.				
In February check if we are at 10% or within 2% of our goal.				
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
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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)	Use of Degree of Reading Power assessment. Use of Performance Series Assessment. Use of data/inquiry cycles.	A tiered group reading period will be used to further reinforce CCSS Reading Standards. We will also provided a specific ELA enrichment class and ELA Academic Intervention class by grade level. Online literacy tools, Performance Series, and Write to Learn, will be used to provide further support of reading and writing across subject areas	This service will be delivered in small group and in tutoring services.	These services will be provided both during the day and after school.
Mathematics	Use of Baseline Data. Use of benchmark data. Use of data/inquiry cycles. Use of performance tasks data.	We will provide a specific math academic intervention by grade level and math enrichment class. LearnZillion, Khan Academy, and Performance Series, online mathematical tools, will provide personalized math practice and enrichment programs.	This service will be delivered in small group and in tutoring services.	These services will be provided both during the day and after school.

Science	MOSL data Standards based tracking	A science enrichment program to reinforce the skills taught during the day.	This service will be delivered in a small group in tutoring services.	This service will be provided after school.
Social Studies	MOSL data Performance Task data.	Our ELA curriculum will support and reinforce content taught in SS with a common focus on social issues and historical text. Social studies has also aligned their writing rubric to support the same writing areas of focus as ELA.	This service will be delivered in small group instruction.	These services will be provided both during the day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Work Analysis Protocol. Behavior tracking	These at-risk services will be provided during the school day and as part of the advisory course. Specifically targeting coping skills, stress reducing skills and management skills. Our advisory course will help establish a social knowledge of the world as well as character building skills necessary to be successful in middle school.	This service will be delivered in small group instruction.	This service will be provided during the school day and after school when needed.

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

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.
<ol style="list-style-type: none"> 1. When a teaching position is available, a teacher hiring team is formed to begin articulating the criteria for the position available and organize the interview process. 2. A Math Lead Teacher will work to support Math teacher practices one day per week. 3. A LitLife consultant will work to support English and Social Studies teacher practices for 4 coaching days. Coaching days will be structured around school and teacher specific learning as well as immersion in Best Practices. 4. Teachers will be leading Professional Learning Communities in ELA & Math teams for looking at student data and implementing effective teaching strategies to address learning gaps and needs, using protocols outlined by the National School Reform Faculty. 5. Administrative team will facilitate and coach teachers on the analysis of student data to inform teacher practice. 6. Teachers will be engaged in common planning time 4-5 days a week using the Achievement Team Protocol. 7. Teachers will be trained on the protocol for looking at student work, analyzing a unit of study. 8. Teachers will work with Peer Instructional Coaches and Demonstration Teachers within the school’s faculty to reflect on teaching practices, using the Danielson Framework as a lens for self-evaluation. 9. The ESL Coordinator of the Leadership Program for Bilingual & ESL Teachers at Fordham University will work with teachers to support their integration of teaching strategies to support bilingual ESL students. 10. ELA and Math teachers will participate in Uncommon School IMPACT Program training.

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).
<ol style="list-style-type: none"> 1. A Math Lead Teacher will work to support Math teacher practices one day per week. 2. A LitLife consultant will work to support English and Social Studies teacher practices for 4 coaching

days. Coaching days will be structured around school and teacher specific learning as well as immersion in Best Practices.

3. Teachers will be leading Professional Learning Communities in ELA & Math teams for looking at student data and implementing effective teaching strategies to address learning gaps and needs, using protocols outlined by the National School Reform Faculty.
4. Administrative team will facilitate and coach teachers on the analysis of student data to inform teacher practice.
5. The ESL Coordinator of the Leadership Program for Bilingual & ESL Teachers at Fordham University will work with teachers to support their integration of teaching strategies to support bilingual ESL students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

Teachers have time scheduled in program to meeting daily with their grade team and weekly as a department. During these meetings teachers discuss and review curriculum and assessments. Each grade and department has an administrator which works with them. Information is transparent and decisions are made as a team. Professional development is provided by teachers who have been identified in key areas such as a teacher who has strong data analysis, provides colleagues with a PD around data use for instruction. In addition, coaches from partners like LitLife come in to provide teachers with support and additional resources for analyzing and incorporating the results of assessments into their practice.

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

(CEP) 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	215,397	x	10, 12, 18, 20
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	1,685,742	x	12, 15

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 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Jonas Bronck Academy (10X228), 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. Jonas Bronck Academy (10X228) 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)

Jonas Bronck Academy (10X228), 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 10	Borough Bronx	School Number 228
School Name Jonas Bronck 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 Brenda Gonzalez	Assistant Principal Maria Morales
Coach	Coach
ESL Teacher Gianine LoPriore	Guidance Counselor Maribel Pena
Teacher/Subject Area Kristin Leone/Math	Parent
Teacher/Subject Area	Parent Coordinator Marcela Torres
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
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)	256	Total number of ELLs	13	ELLs as share of total student population (%)	5.08%
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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														
Pull-out							2	2	2					6
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	9

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

	ELLs by Subgroups									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	1	1	0	3	0	1	9	0	7	13

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	1	1	0	3	0	1	9	0	7	13
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	5	2					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	5	2	0	0	0	0	13

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)							1		1					2
Advanced (A)							5	5	1					11
Total	0	0	0	0	0	0	6	5	2	0	0	0	0	13

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													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	2			6
7	2	3			5
8	2				2
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	3		1		2				6
7	2		3						5
8	2								2
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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.
In addition to the LAB-R, NYSESLAT and the ELL periodic assessment, the students were administered the Degrees of Reading Power (DRP) assessment to determine their literacy skills. This assessment provides a holistic measure of how well students are able to process information and how well they are able to understand complex text. We use this data to create an instructional plan for each

student and set individualized goals for them according to their level. This data is extremely useful when teachers plan because this information can assist them in their choice of text, how they will group students and the types of scaffolding that will be needed to grant the students access to their grade level material. We then also use Fountas and Pinnell running records and the MyOn reading program to further assess their skills and to monitor their progress. The MyOn program is extremely beneficial for ELLs because not only does it monitor their progress providing the students with growth charts but it also allows the students to listen to the book while they read or to read literature in Spanish. Being that our entire ELL population has Spanish as their home language, this is a very powerful tool to promote not only literacy in English but in their first language as well.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
While reviewing the NYSESLAT data, all of our ELLs tested intermediate or advanced on the combined modalities. Being that the majority of our population are long term ELLs, reading and writing are the modalities that require the most focus. Knowing that these students are struggling with the reading and writing portion of the exam is extremely beneficial for classroom instruction because it enables us to target our interventions to their specific areas of need. Improvement in literacy is a major focus for our ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A- these scores were not reported on from the state

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?

The patterns across proficiencies and grades are that the ESL students are struggling with reading comprehension and writing. This is apparent after looking at the data from both the ESL assessments and their other test scores such as the state ELA exam. Being that there was such a strong focus placed on informational text this year with the new implementation of the Common Core Standards, the students are having even more difficulties than before in interpreting the text and responding to it. The ELA NYS exam data correlates with the NYSESLAT data. The majority of ELL's scored a 1 on the NYS ELA exam and a 2 on the NYS math exam. The ELLs are having some success in their progress but clearly more interventions need to be in place to assist them in their learning. We did not have any students take exams in their native language last year so we cannot compare the data of the native language assessment versus the English assessment.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
At Jonas Bronck Academy, we consider the child's second language development in a variety of ways. All teachers have been trained in the SIOP model and each and every teacher implements some type of English language skills teaching in their classroom. All content area teachers are encouraged to implement a language objective into their lesson plans. In this way we are all focusing on the development of the child's second language in each classroom. There is also a strong emphasis placed on vocabulary. Content areas focus on not only the tier III words or the content area words specific to their course, but also other academic language that can be used in all academic content. The ESL instructor focuses in on vocabulary development, focusing on cognates in the child's home language and using other strategies that develop the student's second language. Students are also given glossaries, bilingual picture dictionaries, and other scaffolding tools to help them bridge their knowledge from their home language to their new language. All teachers are also given professional development on strategies for teaching ELLs and how to best support them in the classroom.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Through extensive data analysis of benchmark exams, NYSESLAT data, interim assessment data and student learning objective data from the classroom, we are able to pinpoint specific areas of student need. These assessments give us specific areas of learning that the students struggle with and help us to target our interventions on those topics. There is always room for making changes and improving our programs to ensure the most effective learning experience for our students. Improving overall performance, particularly in literacy, is one of our main focuses this year for our ELL population. There have been many changes to our program and the way we are targeting intervention in our school this year. As we continue to analyze the data, we will constantly change our focus to ensure the most beneficial learning experience for not only our ELLs but for all of our students. We are working collaboratively as a staff to

have each child reach their maximum potential this year.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The ESL teacher and the Parent Coordinator work together closely throughout the year to identify students who may possibly be ELLs. The ESL teacher uses the appropriate ATS reports in September to identify scholars who are LEP and LEP eligible. The Parent Coordinator and ESL teacher review student records to ensure that the HLIS is available and consistent with ATS data. In the event that a new student enrolls in the school, the ESL teacher administers the HLIS and informal oral interview with the student and their parent/guardian. If further assistance is needed during the interview, the parent coordinator or any available bilingual teacher assists with translation. The parent/guardian has a full understanding of all three program choices by coming into the school and watching the video in their native language that describes all options. We currently do not have a bilingual program at Jonas Bronck Academy but if a bilingual or any other program option is requested by the parent, we inform parents of other schools that have these program options. Based on the results, the ESL teacher administers the LAB-R, if necessary, within 10 days of the student's arrival. If the student speaks Spanish, they are administered the Spanish Lab as well. In the spring, the Testing Coordinator and ESL teacher work together to develop a NYSESLAT schedule and administration plan. Eligibility is determined by cross referencing both ATS and ARIS reports. Both students and parents are made aware of the testing schedule in advance and the scheduling for ELLs is modified, being that the exam is untimed. The speaking portion is given before the other three modalities. All testing modifications are given to students including students with IEP accommodations. Students who score below proficient will continue to receive ELL services. The testing coordinator has a system in place to ensure that all students receive all parts of the exam. If a student is absent during one portion of the exam, there is a structure in place to ensure that each student has taken each part. ELLs receive the appropriate accommodations on all state tests and classroom assessments. The ESL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and their families.
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.
It is extremely important to ensure that all parents are made aware of the ELL program options. In the beginning of the year, there is a parent orientation given for parents of newly enrolled students so that they are aware of the different programs. During this orientation, parents watch the video which explains all of the program options in their native language. The school communicates all information about the orientation to parents in both English and their native language. This orientation is given to parents within 10 days of their child's enrollment. If a parent cannot make the orientation time, a private meeting is scheduled to ensure they are given their option. During these sessions, the ESL teacher, bilingual guidance counselor, and parent coordinator are present to answer any questions that the parents might have. We do all that we can to ensure that the parents and students feel comfortable in our school environment.
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 [\[see tool kit\]](#).)
Whenever a new student enters the school, their parents are given the Parent Survey and Program Selection form. These forms are kept in the ESL Compliance Binder and also in the student's file in the main office. An entitlement or continued entitlement letter is sent home during the first two weeks of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). This letter is distributed to each parent/guardian in both English and their home language. An initialed record of receipt is filled out and this along with the letters is kept on file with the ESL teacher. A copy is also placed in the students' files.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

All ELLs are currently in a Freestanding ESL program at Jonas Bronck Academy based on parent surveys but we inform parents of all options and choices regardless of what programs we have in place. All options are presented in English and in their native language. The majority of parents have chosen to have their students in a Freestanding ESL program. When new students enter Jonas Bronck Academy, the ESL teacher and Parent Coordinator meet with parents of ELLs to distribute and collect Parent Survey and Program Selection forms. It is extremely important that we build relationships with the families of ELLs and that we are communicating with them in their native language. If we have students whose parents do not speak Spanish, we hire translators and pay for all materials to be translated so there is no gap in communication.

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.

First of all, we make sure to run all reports on ATS before implementing the exam to make sure that all students required to take the test are given it. Once we have our final student list, we send a letter home to the parents informing them that their child will be tested using the NYSESLAT. We provide parents with the speaking modality testing window and also provide the dates that the listening, reading and writing sections of the exam will be administered. Once the schedule is set up, the ESL teacher implements the speaking exam individually with each student while a content area teacher grades the student at the same time. The teacher who is assessing the student is not the ELA or ESL teacher of that particular student. The listening, reading and writing exams are given based on the testing schedule that is set up with both the administration and the ESL teacher. There are also make up days included in the schedule for those students who are absent on testing days. English language learners with disabilities are given the appropriate modifications as per their IEP and the testing manual.

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. 
Over the past few years, all parents have selected Freestanding ESL, which is currently the only program model offered at our school. We will continue to review our Parent Survey forms over the next few years to ensure that the programs we offer align with the requests of parents. Currently at Jonas Bronck Academy, we are offering parents their preferred choice of a Freestanding ESL program. As we monitor the growth of our ELL population over the next few years, we will consider offering a Transitional Bilingual program and investigate the steps our staff will need to take in order to offer a strong and rigorous bilingual model.

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])?

There are currently 13 LEP students enrolled at Jonas Bronck Academy. All students have Spanish as their home language. All students are at either the Intermediate or Advanced level of English proficiency according to the NYSESLAT. The Instructional Program for ELLs is a pull out model administered by a certified ESL teacher. The majority of pull out classes are based on the students' grade but are homogeneous in relation to their proficiency levels. The other pull out class focuses on reading comprehension and is heterogeneous in relation to grade but homogeneous in both proficiency level and reading level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ELLs receive the mandated number of minutes per week (360 for Beginner and Intermediate, 180 for Advanced). The ESL teacher works closely with the content area teachers to ensure all lesson plans are adapted to best suit the needs of the ELLs in the classroom. In the classroom setting, the ELLs are placed in groups heterogeneously to ensure that they are receiving support from their native-English speaking peers. During electives, ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Also within the small group, the ELA curriculum is reviewed so that the ELLs are prepared for what they are learning in their ELA class. This ensures that the students are prepared to be on level with their classmates and that if they are having any difficulty that cannot be addressed in the larger class setting, it can be clarified in the pull-out class. This small group instruction ensures that all students are receiving their mandated minutes and are instructed by a certified ESL teacher.

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.

Content areas are delivered by incorporating ESL strategies into the lessons such as the close reading protocol, finding the gist, and using surrounding information to help identify unknown vocabulary. Content area teachers, with the help of ESL teachers, modify the material so it is comprehensible for the ELLs. Teachers introduce new vocabulary prior to the lesson so the students are familiar with the new words, model activities, use visuals, graphic organizers and realia; relate instruction to students prior knowledge, and offer native language support. Students also receive additional support through the MyOn reading program. This is an internet based individualized learning program that uses online, summative assessment tools to differentiate English Language Arts instruction to improve reading comprehension, writing skills and vocabulary. This program enables the students to listen to their books while reading along and also provides reading material in the students' native language.

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

We currently do not have any newcomer or beginner students at Jonas Bronck Academy. If we were to have a native Spanish speaking student enroll, he/she would be administered the Spanish LAB. By using the results of this exam, the student's proficiency level can be used to help target their specific needs and the areas in which they need the greatest support.

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

The ESL teacher ensures that the students are tested in all four modalities of English acquisition throughout the year in a variety of ways. First of all, there is a baseline assessment administered in the beginning of the year to assess the student's levels in each modality when they enter their current grade. They are also given the ELL Periodic Assessment twice throughout the year to continually monitor their progress in all four modalities. There are also formative and summative assessments given in class that focus on the students' ability to speak, listen, read and write in the English language. These are aligned to the Common Core Learning Standards and tracked with a data tracker used by the ESL teacher throughout the year to closely monitor the students' progress in all four modalities.

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).

Instruction is differentiated for ELL subgroups in a variety of ways. We currently have one SIFE student at Jonas Bronck Academy. In order to best work with our Student with Interrupted Formal Education, we have created individualized materials personalized to fit this

student's learning needs. The ESL teacher works closely with this student in both pull-out sessions and also in her content area classes to ensure that she is not falling behind in the curriculum. This student's needs are addressed individually and in small group to bridge any gaps in her skill base. It is extremely important to ensure that this student is adjusting to the school setting and is comfortable in her learning environment to maximize her potential for learning. At Jonas Bronck Academy, the primary goal is to promote the rapid acquisition in English and student learning by providing immediate access to essential content instruction. At Jonas Bronck Academy we currently do not have any newcomers but we have structures in place to provide successful cultural adjustment to ensure acclimation into their new learning environment. For newcomers, instruction is implemented through total physical response and with a strong use of visuals and realia. These methods of instruction enable the newcomer to participate and engage the student in the lesson. The content area material is made comprehensible through the collaboration of the content area and ESL teachers to ensure learning is taking place in all areas. These methods are also implemented with the ELL students who have been receiving instruction for 4 to 6 years. These ELL students will receive small group, targeted instruction focusing on the acquisition of academic language. The ESL teacher will collaborate with content area teachers to obtain a list of vocabulary that is being learned throughout each unit. This vocabulary will be pre-taught and studied before it is presented in class. These students will also receive adapted materials in the classroom to ensure comprehension of material. By explicitly monitoring this group of ELLs with daily tracking of their progress based on the Common Core Learning Standards, their areas of deficiency will be noticed. By targeting the areas of struggle, the students will be able to master these areas effectively. These areas of deficiency will also be targeted during academic intervention given in small group with the ESL teacher. To address the needs of our long term ELLs, we are implementing one on one tutorial sessions with the ESL teacher and counseling from our guidance staff. There is also a tutoring system in place before and after school specifically for the long-term ELLs and former ELLs. During that time, the ESL teacher works with the students on acquiring academic vocabulary and scaffolding on content area material that they are struggling with. They also work with the MyOn Reading program to help improve their reading levels and their reading comprehension. Data analysis is done for all subgroups to see where they are having difficulty. These areas are then focused on during targeted intervention in both the classroom and during small group instruction. We also ensure that the former ELLs are receiving their testing modifications of extended time for two years after they have tested proficient.

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

Teachers of ELL students with disabilities provide a number of strategies that help these students develop their language skills while also helping them access the academic content. There is an integration of content area and ESL instruction, specifically vocabulary instruction, extended response, and predictable classroom routines and activities. The ESL teacher prepares a support sheet daily for these students to help make their learning target attainable and to assist them to focus on the specific task they are learning. We try to incorporate students with disabilities in the least restrictive environment by looking at what services the student needs depending on their disability and to support their progress in the curriculum. The ESL teachers, content area teachers and Special Education teachers collaborate frequently to ensure that these students' needs are being met. We also ensure that all ELL-SWD are provided with their mandated testing accommodations.

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?

Due to the fact that we have a rather small ESL population in our school, the ESL teacher is able to closely monitor the ELL-SWDs to help them achieve their IEP goals. The ESL teacher reviews each individual students' IEP in the beginning of the year and after any IEP meetings or changes to their IEP have been made. The students strengths, weaknesses and specific IEP goals are monitored closely by the ESL teacher with a data tracker created specifically for these students. These students are in ESL classes of six students or less and given the opportunity to work specifically on their individual goals both in small group and with one on one teacher conferencing. There are also extra help sessions set up before and after school for these students to meet with the ESL teacher to work on their specific areas of need.

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:			

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

Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

As the majority of our students are long term ELLs, we created our ESL program with these students needs in mind. The ESL and content area staff focus on developing an engaging and rigorous curriculum that will help our long term ELLs achieve English language proficiency. NYSESLAT data revealed that most of our scholars lack proficiency in both Reading and Writing. Thus, there is a strong focus on writing in their targeted instruction. This instruction builds on LEPs' strengths by incorporating numerous collaborative activities and ensuring that scholars have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide models of writing to give students something to aspire to. The ESL teacher has conferences with all of the ESL students on a weekly basis. During this conferencing session, the students go over their content area grades with the ESL teacher and go through each assignment. During this conference, we pinpoint the highest areas of need and focus on those areas first. We then follow up with that content teacher either in person or via email to discuss a plan of action to try and improve their progress. There is also an after school extra help given by the ESL teacher at least once a week to spend additional time working on the specific course of action each individual student was given. All ELL scholars also participate in the Advisory program where they receive daily support in small group sessions. During advisory, the students focus on socio-emotional aspects as well as their academic progress. The former ELLs are given this same service and are given the option to participate in all extra help and support programs that are offered to the current ELLs.

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

The program that we currently have at JBA is working extremely well and benefitting our students greatly. In the beginning of the year, the ESL teacher distributes a list of the all current and former ELLs in each class. This list is distributed to all teachers and staff so that they are made aware of the ELLs and former ELLs in their classes. This list is updated and sent out whenever a new ELL becomes a part of the Jonas Bronck Academy student body. These students receive the additional support that they need to bring them to the next proficiency level and are given the tools to achieve this not only in ESL, but in all of their classes. They have shown significant gains in their academic progress including but not limited to their lexile reading levels and their language proficiency levels. The close collaboration between the content area teachers and the ESL teacher creates a bridge that helps the students make significant gains in both their content and their language development. Both the content and the language development are reinforced during their ESL sessions.

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

For the upcoming school year, we have considered implementing the Write to Learn program. This is an online writing program that issues prompts to the students. After they have finished writing their essay based on the prompt, the program grades the essays and gives the students tips on how to improve each section. The students are given a set number of tries to improve their writing based on the feedback. This is a program that we have used in the past that we are bringing back to Jonas Bronck Academy. This program can be used as another way to monitor their writing growth and the students take ownership of their learning when they are given the feedback from the computer and next steps on how to improve their writing. We have also implemented many before and after school support programs both by content and grade team to help assist students with the new demands of the common core standards and the curriculum. There are specialized courses for ESL and former ESL students to cater to their individual needs in a smaller setting.

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

We have previously used Rosetta Stone as a service to the ELL students to help support their language growth. After using the program, we have decided to discontinue its use. Being that our population is predominantly at the advanced proficiency level, our students were not being challenged by the program. If we were to have incoming students who were at the beginner or low-intermediate proficiency level enter Jonas Bronck Academy, we would consider using this program again. At this time, this program is not rigorous enough for our ELL student population.

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

All programs at JBA are accessible to all students regardless of their needs. Students are given multiple support sessions throughout the week to meet with their content area teacher or the ESL teacher for extra help. During these sessions, they can work with their teacher on homework, projects, or on any other assignments that they are given. They can also stay after school to read on the online reading program or to use the math Tenmarks online program. Many of our scholars take advantage of our extra-curricular activities such as band, chorus, chess, art club, basketball, track and field, cheerleading, fitness, yoga and other programs where they can continue to practice their English language skills. We also offer specific after school programs in ELA, math, science and

science regents prep courses and Saturday Academy. These programs are given to students to help them enhance their skills while also preparing them for success on their state exams.

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

This year, we have been implementing the Expeditionary Learning Curriculum in all of our ELA classes which provides scaffolding tools that assists students in their reading and writing comprehension. This curriculum is adapted and scaffolded by the ESL teacher to ensure that all ELL students are given access to the curriculum and are able to keep up with their native English speaking peers. Students are also using the MyOn reading program to enhance their reading comprehension and academic vocabulary. With this program, the students are given access to a variety of fiction and non-fiction text at their individual reading level. They are also given the opportunity to read the material in Spanish, or to have the text read to them aloud while they follow along. There is also the use of Smartboard technology and document cameras in every classroom to address all different types of learning styles.

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

Students are encouraged to read and write as much as possible in their home language. Our school library has numerous resources in the students native language such as bilingual dictionaries and math glossaries. It also contains an extensive bilingual literature collection, which currently includes a number of award winning novels and books of poetry. There are also books available in Spanish on the MyOn Reading Program that the students use. The students are encouraged to read material in their home language to strengthen their first language. This will strongly effect their acquisition of their second language.

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

The required service supports and resources are aligned to the students' ages and grade levels. Each ESL student is given an individualized learning plan by the ESL teacher. This plan caters to each student's specific needs based on the formative and summative data that has been collected over the course of their educational experience at JBA. All students are assigned readings at their own level on the MyOn Program so they are able to read at their level and improve by independently reading content that is comprehensible to them. In class, they are reading text that is on their grade level. If this material is above their individual reading level, the ELA and ESL teacher scaffold the material to make it comprehensible to the learner. The reading may also be done in the small group setting with the ESL teacher to ensure comprehension. In this way, the students are reading at their own personal lexile level and also reading material that is on their current grade level. This prepares them best to make the transition into the next grade level.

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.

In the summer before the school year begins, the incoming ELLs are invited to attend an orientation with their parents. There is also a picnic that is hosted by Jonas Bronck Academy that invites all students and their parents to attend. Teachers and administrators are invited so that everyone can become better acclimated to the new environment before the start of the new school year. This is a great way to ensure that both students and parents feel comfortable with the new learning environment they are entering.

18. What language electives are offered to ELLs?

Students at Jonas Bronck Academy are offered Italian as an elective. As most of our students are Spanish speaking, these additional language skills can be extremely helpful. A solid foundation in their home language enables a much smoother transitioning process into their second language. When they learn how language works, they can apply things that they learn in their foreign language elective class to learning any new language, including English.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1.) The ESL teacher attends professional development, on at least a monthly basis, as offered by the DOE and the network. The ESL teacher turnkeys professional learning to the rest of the staff at school and team meetings on a periodic basis. Topics of focus for the year include strategies for ELLs, writing and supporting language objectives and learning targets, using data to drive instruction, building ELLs background knowledge, and academic language in the content area. Upcoming professional developments are posted on a faculty bulletin board and highlighted in the weekly emails updates. The professional development calendar for the 2013-2014 school year is as follows: November 5th- SIOP Strategies, February 3rd- Making Content Comprehensible for ELLs March 3rd- Testing Accommodations for ELLs April 7th- Tier Two Vocabulary Acquisition June 9th- Scaffolding in Content Area Classes. The 2014-2015 professional development schedule will be finalized during the summer of 2014. The ESL teacher will be administering all of the professional development sessions. The ESL teacher will also be attending the monthly special-education meetings reviewing data and discussing the needs of the special education ELLs and how their needs can best be addressed in the classroom.

2.) The ESL teacher has been provided a number of PD's to help make the transition into using the Common Core Learning Standards and adapting them to meet the needs of the ELLs. The ESL teacher is also a part of the ELA team in the school. During this time, we often discuss the Common Core Learning Standards that we are focusing on, track data on how each student is doing with the standard, and provide scaffolding strategies and techniques so that all students are provided equal access to the material. The school guidance counselor attends numerous events throughout the year to train her on how to best assist ELLs when they are transitioning to high school. She has also established numerous relationships with schools that specialize in working specifically with the ELL population. This helps her place each student in the most suitable setting for that individual child.

3.) Working with the Parent Coordinator and Guidance Counselor, the ESL teacher strives to place our ESL graduates in the most appropriate high school setting. These students will apply to a series of high schools that will best suit their needs. Our students are given numerous presentations and workshops beginning in 7th grade to address their needs and to ensure that both the student and their parents have all the information necessary to make informed decisions while choosing their high schools.

4.) All content area teachers of ELLs are encouraged to attend professional development and other workshops to help support the ESL population in their classroom. Teachers are encouraged to attend workshops in groups, so that as a cohort, they can more successfully integrate new skills and knowledge into our school culture. The ESL teacher also gives numerous PDs and holds work sessions throughout the year. These workshops and seminars ensure that all staff receives the minimum 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.) Parents of ELLs tend to be very involved in school activities at Jonas Bronck Academy and turnout at parent events is traditionally high. The Parent Coordinator is proficient in both English and Spanish and communicates with parents of ELLs frequently by phone, in person, and through a newsletter that is distributed both to the students and via e-mail to all parents. All school documents are available in English and Spanish. Translation is available at all school events.
 - 2.) The ESL teacher and Parent Coordinator notify parents of relevant school, CBO and city-wide workshops and events by e-mail or notices sent home in both English and Spanish. We encourage the parents of our students to attend workshops that are given at the local library, and in other close locations throughout the community. These workshops include but are not limited to English classes, book clubs, and tutoring.
 - 3.) The Parent Coordinator reaches out to the parents of our ESL population at the beginning of the school year to evaluate their needs. She stays in close contact with these parents throughout the year. This is done through a variety of methods, including but not limited to our monthly "coffee and conversation". This is an informal opportunity for parents to come in and speak to teachers, administration and other faculty members to become acclimated to the school. The ESL teacher also sends home a communication survey in the beginning of the year to find out the best way to communicate with the parent. This is extremely helpful and is used by the ESL teacher throughout the year to keep in constant communication with the parents.
 - 4.) At Jonas Bronck Academy, we often host workshops for parents to make sure that they are aware of what is going on in our school building at all times. These workshops are used to teach parents things like how to communicate with teachers and how to use their parent login to access their student's grades on the online website. Parents are also invited to participate in school events such as our cultural heritage festival. We try our best to make every parent feel accepted and welcome in our school. The more comfortable they are with visiting the school building, the more involved in their child's education process they will become.

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: Jonas Bronck Academy

School DBN: 10x228

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brenda Gonzalez	Principal		
Maria Morales	Assistant Principal		
Marcela Torres	Parent Coordinator		
Gianine LoPriore	ESL Teacher		
	Parent		
Kristin Leone	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Maribel Pena	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x228 School Name: Jonas Bronck Academy

Cluster: 6 Network: 608

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.

After reviewing all of our Home Language Identification Surveys (HLIS) as well as informal interviews with parents done by our parent coordinator, we concluded that we have a great need for documents to be translated into Spanish. Any documentation that is needed in other native languages is translated or we ensure that those parents are contacted and given all information through a translator. Surveys are also sent home at the beginning of the year and the parent's home language is filled out. This documentation is kept in each student's file to ensure that all parents are given information in the appropriate language. All information taken from the Home Language Identification Surveys is input into ATS by our Pupil Accounting Secretary.

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.

We have conducted surveys of both parents and students to evaluate our school's written translation and oral interpretation needs. Based on our data, we have found that we have a high population of students with Spanish as their home language. We have reported this information to the school community through the monthly newsletter. This newsletter is distributed both through the students and via email to all parents in both English and Spanish. We have numerous staff members who are fluent in Spanish and the entire staff has been made aware of these findings. If a parent needs a translator in an additional language and we do not have a member on staff who speaks that language, we contact the Language Translation and Interpretation Unit.

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 staff will be surveyed and we will identify who is fluent in any languages other than English. We have numerous staff members who can translation documentation into Spanish. If there is a large amount of documentation that needs to be translated or information needs to be translated in any additional languages, we will outsource that information so it can be translated in a timely manner.

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.

Based on the data gathered from staff about their knowledge of languages spoken other than English, staff members will be asked if they can make themselves available for any translations needed during the school day and any meetings or conferences held before or after school. There is always a translator available for all meetings or conferences with parents and if we do not have a translator who speaks the parent's native language, we will contact the Language Translation and Interpretation Unit to ensure that parent's needs are being met.

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

We will send out frequent newsletters to the parents at Jonas Bronck Academy to make sure that all parents are aware of their rights to have translation services. Our parent coordinator is in contact with every parent so that she is aware of their language needs. She then conveys this message to the ESL teacher, administration and faculty so they are aware of each family's language needs. All parents who speak language other than English at home are informed of their rights and the services that are available to them.

