



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

10x243

School Name:

WEST BRONX ACADEMY FOR THE FUTURE

Principal:

WILPER MORALES

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: West Bronx Academy For The Future School Number (DBN): 10x243
School Level: Secondary Grades Served: 6-12
School Address: 500 East Fordham Road, Bronx NY 10458
Phone Number: 718-563-7139 Fax: 71-8563-7362
School Contact Person: Kisha Anthony Email Address: kanthon@schools.nyc.gov
Principal: Wilper Morales
UFT Chapter Leader: Meghan Maxwell
Parents' Association President: Arlene Willock
School Leadership Team
Chairperson: Joshua Casson
Student Representative(s): Mouath Abufarah

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10458
Superintendent's Email Address: ELindsey@Schools.NYC.GOV
Phone Number: (718) 741-5852 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 562 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Wilper Morales	*Principal or Designee	
Meghan Maxwell	*UFT Chapter Leader or Designee	
Arlene Willock	*PA/PTA President or Designated Co-President	
Gladys Alvarez	DC 37 Representative, if applicable	
Mouath Abufarah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marie Guillaume	Member/ Assistant Principal	
Yarissa Avila	Member/ Teacher	
Joshua Casson	Member/ Teacher	
Tanya English-Rogers	Member/ Teacher	
Brandy Williams	Member/ Parent	
Ehab Ismail	Member/ Parent	
Angela Castillo	Member/ Parent	
Brian Peterson	Member/ Student	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

West Bronx Academy for the Future is a forward-thinking 6th – 12th grade school with a focus on technology. All teachers at West Bronx Academy are provided with Apple computers. Classrooms at West Bronx are equipped with projectors and Promethean boards so that technology can be incorporated into daily lessons. Laptop carts are available for student use across grade levels and subject areas. West Bronx has wireless Internet service. **Also this year for the first time we are partnered with the Community** Association of Progressive Dominicans (ACDP). ACDP provide (OST) outside of the school classroom afterschool, on weekends and during school vacations. In an effort to support students' social, emotional, and academic capabilities.

Skedula, an online grading system, is available at West Bronx Academy so that teachers may record attendance, assignments and grades that can be checked at any time by both students and parents.

Guidance counselors and advisors at West Bronx Academy guide 11th and 12th graders through the college and/or career process, working on such things as scholarships, applications and resumes.

West Bronx Academy offers after-school tutoring across grade levels as well as credit recovery in the upper grades. All students perform work on laptops, use Promethean boards and interactive technology in their classrooms.

West Bronx Academy for the Future has a range of extra-curricular activities, including student government, basketball, soccer, yearbook club, seasonal spirit activities, as well as incentive and educational trips. Our students have access to an Arts program after school as well.

West Bronx is a campus school, located within the Theodore Roosevelt Educational Campus. As part of the campus we have access to four full-size gyms and two swimming pools. We are also able to take advantage of various resources, and in the future will be offering building-wide advanced placement and other specialty courses. All schools within the campus are scanning schools.

At West Bronx Academy we envision our school as a part of the larger Bronx community. In an effort to support students in their development West Bronx partners with local colleges and universities providing programs during the day and after school.

At West Bronx Academy all school stakeholders articulate the school's vision and the school-wide goals. In addition, all efforts are employed to consistently promote school improvement in both academic achievement and cohort progress. The principal makes strategic decisions to build staff capacity, to re-structure the school into academies, and to allocate fiscal resources for programs, technology, and data supports to address the immediate needs of the school community. The school leader uses and encourages the staff to use evidence-based systems to improve critical individual and school-wide practices.

West Bronx Academy has overarching systems and understandings to support student social, emotional and developmental health. The school promotes a vision aligned to programs that promote best practices. All stakeholders work together to develop a common understanding of their roles in supporting the body in these areas and the staff uses data to determine areas of need. The school uses data to support student social and emotional developmental health.

At West Bronx Academy there is regular communication with students and their families to foster high expectations for

student academic achievement. The school creates a culture of open and frequent communication among staff, students, parents, and community agencies in multiple languages to maximize parent engagement to assist with student academic progress. The school collaborates with family and community agencies by having data dialogue to determine areas of training and needs to support student achievement.

10X243 School Information Sheet

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	6	# Drama	1
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.1%	% Attendance Rate			88.5%
% Free Lunch	91.3%	% Reduced Lunch			2.0%
% Limited English Proficient	13.9%	% Students with Disabilities			25.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			21.4%
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander			2.8%
% White	1.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			4.66
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4			8.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			39.5%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4			47.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits			77.5%
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate			64.8%
6 Year Graduation Rate	79.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
The school leader must ensure that teachers implement rigorous curricula aligned to CCLS to meet the needs of all learners. School leaders must monitor the common planning time to ensure that teacher plan lessons that are CCLS and meet the needs of all learners.		

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be a minimum increase of 5% in the number of students proficient in English Language Arts and Mathematics grades six through eight from 15% to 20%.

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 	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>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------	-----------------------------------------------------------	----------------------------------------------------------------------------------------------------------

change			
<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
ELA and Math teachers will implement the use of Rubicon Atlas to align CCLS standards with the curriculum.	ELA Teachers	September 2014 – June 2015	Assistant Principals
ELA and Math teachers will attend CCLS Professional Development sessions provided by NYCDOE, New Visions and other vendors.	ELA Teachers	September 2014 – June 2015	Assistant Principals

Part 4 – Resources Needed

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

- All ELA and Math teachers will participate in professional development that addresses differentiated instruction, analyzing student work, using data to inform instruction and using effective questioning and discussion strategies. All ELA and Math teachers will receive actionable feedback using the Danielson Framework for Teaching. All ELA teachers will receive support from a New Visions for Public schools consultant bi weekly in addition to their immediate supervisors. All identified at risk students will receive ELA and Math academic intervention after school through tutorial services from our ELA and Math teachers with researched based programs such as Achieve 3000 and Math XL. All ELA and Math teachers will be provided the opportunity to order books, magazines and other literature from the Common Core standards recommendation list. Teachers have designated time to collaborative. In addition, funds need to be set-aside to cover the cost of teacher coverage and substitutes. One ELA and one Social Studies teacher will attend professional development workshops sponsored by New Visions for Public School and turnkey the strategies and skills learned to the other ELA teachers. Our consultant from New Visions and the assistant principal overseeing the department will meet regularly with our teachers to plan and design lessons that address the CCLS. The ELA middle school teachers will attend professional development training provided by Scholastic. The Math teachers will attend professional development sessions held by NYCDOE and Pearson. The teachers will work together to create, administer and analyze student assessments throughout the semester. The data collected from the baseline and benchmark assessments will be evaluated to inform future instructional task. Planning and preparation will begin in September 2014. Administration, instructional leaders, and teachers will review the data at the end of each marking period to monitor student progress.

Part 5 – Budget and Resource Alignment

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

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

Title I Priority/ Focus SWP

Part 6 – Progress Monitoring

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

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

2. Specify a timeframe for mid-point progress monitoring activities.				
In February 2015, the ELA and Math teachers will present their CCLS aligned units of study to their immediate supervisors for review. Once reviewed and approved the ELA and Math teachers will present to other content area teachers to share in the strategies and skills taught.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school community has overarching systems and understandings to support student social, emotional, and developmental health. All stakeholders will work together to develop a common understanding of their roles in supporting student social and emotional developmental health. The school uses data to support student social and emotional developmental health.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, there will be a minimum of 1% increase in student attendance rate from 88% to 89%.

Part 3 – Action Plan

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

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
School Intervention Teams (SIT) that meet bi-monthly to discuss student IEPs and design schedules that meet the needs of students.	Students with Disabilities	September 2014 – June 2015	Principal
The attendance team meets regularly to discuss intervention strategies for students who have attendance issues, to track daily attendance patterns, and to contact the homes of students who have chronic absenteeism	At Risk Students	September 2014 – June 2015	Principal
The school leader funds a SPARK counselor position who will work with staff and will counsel students regarding substance abuse	At Risk Students	September 2014 – June 2015	Principal
Positive Behavioral innovation and/or transformation for the students, staff and parents of West Bronx Academy for the Future.	All Students, Staff	September 2014 – June 2015	Assistant Principals

Part 4 – Resources Needed

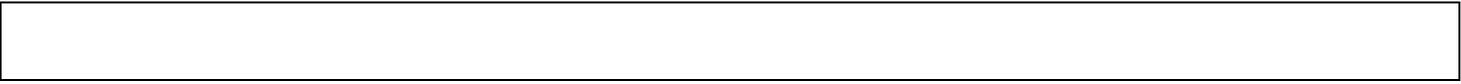
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Assistant principals will attend professional development sessions provided by CFN 562 and New Visions to ensure all subgroups are receiving adequate services. Assistant Principals will also work very closely with the ESL and Special Education Coordinators to monitor student schedules, services, and other support required by individual students. Teachers will administer baseline assessments gain, monitor, and review attendance, dean referrals, and scholarship data. Students identified as at-risk must attend additional instruction at the end of the day. At the start of the school year (September – October) teachers will administer baseline assessments. Teachers will analyze data during the months of November and December to modify instructional plans. Additional review of student performance will be done by Guidance Counselors, data specialists, and administration. 1. Data specialist need to provide teachers with training on how to use baseline data. Teachers need will meet and revise their learning plans accordingly; assistant principals and principals will develop a professional development plan to address the needs of all teachers

Part 5 – Budget and Resource Alignment

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

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:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
All strategies will be evaluated in January 2015.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	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 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Teachers need to consistently ensure instructional practices are organized around plans that address all student needs. School leaders have provided teachers with PD on CCLS-aligned curricula implementation in core content areas as well as training on questioning and inquiry protocols, but the implementation of strategies that support students with disabilities and ELLs are limited. Teachers need to consistently use data to inform planning or to involve students in the ownership of their own learning.

Part 2 – Annual Goal

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

By June 2015 there will be a minimum increase of 2% in the number of students in Cohort 2018 who earned at least 10 credits in the first year of high school from 78% to 80%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Increase teacher capacity to align instructional practice to the CCLS shifts. Promote rigor in CCLS-aligned instruction and improve questioning that requires higher-order thinking skills to engage students.	All Teachers	September 2014 – June 2015	Administration
Ensure that all stakeholders reinforce appropriate behavior and academic expectations within the school community. Provide opportunities for students to engage in discussion in order to share their ideas, values, experiences, points of view, and opinions.	All Teachers	September 2014 – June 2015	Administration
Provide support for teachers to analyze and use data to modify instruction to meet student needs. Ensure that teachers provide students with actionable feedback to increase student ownership of learning.	All Teachers	September 2014 – June 2015	Administration

Part 4 – Resources Needed

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

Teachers will receive monthly professional development activities to understand the HEDI rating. The administration will receive professional development and will norm observations as a team at least two times per month. Teacher progress will be tracked using a tracking progress tool developed by Administration. Progress will be measured three times a year in collaboration with New Visions Private Support Organization. The Principal and Assistant Principals will engage in rounds of analyzing performance for the purpose of determining teacher effectiveness and for identifying strength and weaknesses to inform next steps. A timeline and schedule for tenured, non-tenured and new teachers will be created to provide the required formal and mini observations as required. The observation tracker will be reviewed by the administration and individual plans will be created for teachers who are ineffective or developing. Progress toward student outcomes will be connected via the following: teacher team meeting, Looking At Student Work protocol, Progress report, and data analysis using Datacation. Teacher tracker tool will be used to monitor performance three times a year; Calendar of observations; Logs of mini and formal observations; Observations entered on Google docs; Notes of mid and year end evaluations; Improvement in student outcomes as evidenced by formative and summative assessments . September – October: Teachers will meet with principal and select rating option; October – January: mini and formal observations will be done by administration; January – February: Individual conferences with teachers and administration; March – May: mini and formal observations will be done by administration; May – June: end of year review with teachers and administration. Administration will create a calendar of observation dates for the entire school year; assistant principals will meet with principal two times to review the support they are providing to developing or ineffective teachers.

Part 5 – Budget and Resource Alignment

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

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

Title I Priority/ Focus SWP

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:

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

All programs will be evaluated in January 2015

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

School stakeholders articulate the school’s vision and the school-wide goals. In addition, the school comprehensive education plan (SCEP) goals are SMART and consistently promote school improvement in both academic achievement and cohort progress. The school leader makes strategic decisions to build staff capacity, to re-structure the school into academies, and to allocate fiscal resources for programs, technology. The school leadership uses and encourages the staff to utilize evidence and research based systems to improve critical individual and school-wide practices. Data is used to support and express the immediate needs of the school community.

The school leadership will implement a fully functional system aligned to the district’s APPR to conduct observations and provide teachers with feedback.

Part 2 – Annual Goal

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

By June 30, 2015, there will be a minimum of 5% increase in High School Graduation rate for Cohort 2015 from 75% to 80% and there will an increase of 3% in the number of students who meet all 8th grade promotional requirements from 78% to 81%.

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. 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>
Ensure that APs receive additional PD to develop a common language and consistent observation practices.	Assistant Principals	September 2014 – June 2015	Principal/ Talent Coach
Schedule school leaders to frequently observe teachers and provide high quality feedback aligned to the Framework for Teaching and the school’s expectations to promote higher-order thinking skills.	Assistant Principals	September 2014 – June 2015	Principal
Align feedback to the areas of need so that PD opportunities support teachers. Include actionable next steps so that teachers are empowered to progress to the next stage of their personal and professional development in order to create rigorous, relevant, and coherent curricula for all subgroups.	Assistant Principals	September 2014 – June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administrators will meet to do observations together and “norm” the rating based on the evidence found during the observation. Weekly discussions will take place with each assistant principal about teacher ratings and the impact on student achievement. Common trends will lead to further professional development needs scheduled during, after-school or Saturdays for teachers and guidance counselors. Assistant principals, instructional coaches, mentors, and other support staff will implement selected strategies. Observation tracker will monitor the rating of all teachers during the observation cycle. Formal meetings will take place between the assistant principal and principal to discuss individual teachers. A calendar will be created at the start of the school year so administrators know what teachers are assigned to their caseload. Group observations will take place with all three administrators twice a month (preferred every other week). This will ensure adequate time to debrief each observation and “norm” each rating.

Part 5 – Budget and Resource Alignment

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

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:

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

Principal will monitor progress monthly.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school leader ensures that regular communication with students and families foster high expectations for student academic achievement. The school creates a culture of open and frequent communication among staff, students, parents, and community agencies in multiple languages to maximize parent engagement in student academic progress. The school partners with family and community agencies to provide training to support student success. The school shares data in a way that promotes dialogue among parents and the school community to support student success.

Part 2 – Annual Goal

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

West Bronx Academy will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. School staff, parents, students and administrators value and respect each other, there is respect across and throughout the community.

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</i>
3. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>4. 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).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
School will utilize the services of Montefiore Hospital to provide parent, teacher, and student workshops on a variety of health care issues, and the on-site clinic provides health care screening, health information, and glasses for students and assistance to families for the middle school application process to the Fresh Air Fund.	Parents	September 2014 – June 2015	Principal/ APO/ Parent Coordinator
Two students will be selected for a competitive internship with the Capital One Bank. The program provides mentorship and support in the college application process and job skill development for the interns, as well as banking services for families on the school campus.	Students	September 2014 – June 2015	Principal
The school will maintain its partnership with Fordham University. The university offers the Strive for College One-on-One Mentoring program, which assists juniors and seniors in the college application process, and the Saturday Office of English Language Learner College Bound program, which offers SAT prep, technology, math, and ESL support to ELLs in grades nine through twelve.	Students	September 2014 – June 2015	Principal
The school has partnered with the ACDP program to offer parent workshops, extracurricular programs for MS students.	Parents and Students	September 2014 – June 2015	Principal

Part 4 – Resources Needed

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

Parents will be invited to attend ESL and literacy classes as well as trips and special projects. The Parent Coordinator will meet with the parents of the Junior cohort to update their academic status. Parents will be invited to participate in professional development around promotional status, use of SKEDULA. Monthly Newsletters will continue to be published on-line for parents to read. Parents will receive report cards per term indicating the academic performance of all learners. All activities will start at the end of September with the exception of the parent professional development sessions which will start in the Spring of 2015. A team composed of administration, teachers, and guidance counselors will review each activity and the impact on student and parent engagement

Part 5 – Budget and Resource Alignment

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

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

Title I Priority/ Focus SWP
Priority / Focus Parent Engagement

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:

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

All programs will be evaluated in January 2015.

Part 6b. Complete in February 2015.

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Formative and Summative Assessment	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
Mathematics	Formative and Summative Assessment	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
Science	Formative and Summative Assessment	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
Social Studies	Formative and Summative Assessment	Academic Tutoring Castle Learning Plato	Small Group instruction Individual Individual	After-School During/After-School During/After-School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Formative and Summative Assessment, Teacher referrals, crisis intervention	Academic Tutoring Castle Learning Plato	Small Group or one-to-one	During the school day

10X243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching
				42
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate		88.5%
% Free Lunch	91.3%	% Reduced Lunch		2.0%
% Limited English Proficient	13.9%	% Students with Disabilities		25.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		21.4%
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	1.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		8.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		39.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4		47.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits		77.5%
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate		64.8%
6 Year Graduation Rate	79.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

10X243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching
				42
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate	88.5%	
% Free Lunch	91.3%	% Reduced Lunch	2.0%	
% Limited English Proficient	13.9%	% Students with Disabilities	25.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	21.4%	
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander	2.8%	
% White	1.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.66	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4	8.1%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	39.5%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4	47.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits	77.5%	
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate	64.8%	
6 Year Graduation Rate	79.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

10X243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching
				42
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate		88.5%
% Free Lunch	91.3%	% Reduced Lunch		2.0%
% Limited English Proficient	13.9%	% Students with Disabilities		25.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		21.4%
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	1.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		8.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		39.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4		47.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits		77.5%
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate		64.8%
6 Year Graduation Rate	79.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

10X243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching
				42
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate	88.5%	
% Free Lunch	91.3%	% Reduced Lunch	2.0%	
% Limited English Proficient	13.9%	% Students with Disabilities	25.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	21.4%	
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander	2.8%	
% White	1.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.66	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4	8.1%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	39.5%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4	47.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits	77.5%	
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate	64.8%	
6 Year Graduation Rate	79.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

10X243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching
				42
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate	88.5%	
% Free Lunch	91.3%	% Reduced Lunch	2.0%	
% Limited English Proficient	13.9%	% Students with Disabilities	25.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	21.4%	
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander	2.8%	
% White	1.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.66	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4	8.1%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	39.5%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4	47.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits	77.5%	
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate	64.8%	
6 Year Graduation Rate	79.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

10X243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching
				42
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate	88.5%	
% Free Lunch	91.3%	% Reduced Lunch	2.0%	
% Limited English Proficient	13.9%	% Students with Disabilities	25.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	21.4%	
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander	2.8%	
% White	1.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.66	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4	8.1%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	39.5%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4	47.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits	77.5%	
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate	64.8%	
6 Year Graduation Rate	79.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

10X243 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	599	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching
				42
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	6	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate		88.5%
% Free Lunch	91.3%	% Reduced Lunch		2.0%
% Limited English Proficient	13.9%	% Students with Disabilities		25.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		21.4%
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	1.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		8.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		39.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	38.7%	Mathematics Performance at levels 3 & 4		47.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits		77.5%
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate		64.8%
6 Year Graduation Rate	79.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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.
<p>West Bronx Academy provides its pedagogical staff with an array of resources to increase teacher effectiveness and maintains a high standard of education.</p> <p>All teachers take part in Inquiry Team work once per week in both departmental and grade level structures. They are empowered to serve as mentors for at-risk students and are supported by both administration and the schools PSO New Visions. Some lead teachers participate in professional development workshops and turnkey the information to the teaching staff on a regular basis.</p> <p>West Bronx Academy has developed partnerships with local colleges that provide student-teachers, and professional development and technical support.</p> <p>By developing relationships with colleges we contact the teacher preparation programs to recruit teachers. Also, New Visions, our PSO has sent names of potential candidates for possible vacancies. Our Assistant Principals attend the NYC hiring fairs.</p> <p>All teaching staff members participate in professional development sessions pertaining to Common Core State Standards and our math department actively participates in the New Visions special CCSS math program named A2I. This program provides support for the math department in understanding the common core standards in math and trains teachers in how to develop and deploy these lessons.</p> <p>Newly hired teachers are provided a mentor who meets weekly with the teachers to address any and all issues that may occur.</p> <ul style="list-style-type: none"> • The school created common planning time where teachers can plan thematic units or coordinate the learning experiences for all students, including those with special needs. • The school will create a bridge where teachers can be directly involved in developing their pedagogy through the Danielson Model. • The school provides professional development opportunities for teachers, paraprofessionals and other staff within the Danielson framework. • The school facilitates professional development or conferences to develop lead teachers, data-specialists or content specialists. • We have created and maintained a safe, supportive and effective learning community for students and teachers, and a welcoming respectful environment for parents and guardians. <p>Assistant Principals invite candidates to be interviewed by a committee, which includes: Administrators, teachers, staff and students</p>

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).

Teachers, assistant principals, and paraprofessionals receive professional development in different forms. Once a month, teachers receive professional development on major topics. Most of the sessions are lead by the administration, lead teachers, or other personnel. In addition, all members of the community are encouraged to attend professional development sessions held by New Visions and CFN 562. In addition, teachers are encouraged and allowed to participate in other professional development activities sponsored by outside organizations (for example: CSA, ELI, UFT, ASCD, etc.)

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

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).

Not applicable

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.).

Not applicable

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 meet weekly by grade level and by content with the respective team leader and assistant principal. Team leaders and assistant principals are members of the school cabinet who meet weekly with the principal. During this time, information is given to all stakeholders; decisions are shared and communicated to the team.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	x	x	Page 10, 13, 16, 19, 22
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	x	x	Page 10, 13, 16, 19, 22

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[West Bronx Academy For The Future]**, 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. **West Bronx Academy**

will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[West Bronx Academy For The Future], 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: West Bronx Academy	DBN: 10X243
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. ELA Regents Preparation:

This is an after-school program designed to support our ELLs in preparing for the ELA Regents exam. These students will work with an ESL teacher and the language of instruction will be English. We will use a laptop cart to access the NYSED website, which provides sample exams as well as answer keys and exemplary written work. The goal of this program is to familiarize the students with the exam so they will feel comfortable with its format, and to provide them with strategies to improve their listening, reading, and writing skills in English. We will focus on listening for understanding, reading for comprehension, and writing for literary analysis. We will target students who have taken and not yet passed the ELA exam, as well as those who have not yet taken the exam, and who are receiving ESL services in grades 11 and 12. This program will meet once a week after school for 2 hours from 3 PM to 5 PM, as well as 5 Saturdays for 3 hours from 9 AM to 12 PM. In addition, the ELA teacher will also run a parallel course on Saturdays for 5 Saturdays for 3 hours each. We are currently targeting 10 students for 10 weeks. The total number of hours for this program is 50 hours (20 hours for after-school and 30 hours for Saturday Academy).

2. Targeted Intervention for Reading: (After-School Program)

Our second program will be geared to support our 6-8 grade ELLs with targeted intervention through the Rosetta Stone program and Achieve 3000, which provides students with an opportunity to improve their reading in English using a computer-based curriculum, instruction, and assessment. The program helps struggling readers by giving them diagnostics instantaneously to help them improve their reading skills. Rosetta Stone and Achieve 3000 are aligned to the common core curriculum, giving the students more rigor, more writing, more non-fiction, and more independent practice. The program also ensures that struggling readers have an explicit and accelerated path to college and career readiness. An ESL teacher will work with 11 middle school students twice a week after school from 3 PM to 5 PM, for 4 hours per session, for 20 weeks. The total number of hours for this program is 80 hours.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Our ELL teachers will receive professional development sessions during the course of the academic school year, by our assistant principal or a qualified ELL specialist from New Visions. The meetings take place from 1:57 PM to 2:47 PM, during our weekly professional learning session. The professional learning opportunities for both teachers include the integration of technology so they can plan ways to integrate technology into their units of study. In addition, the ELL teachers will work on Curriculum and Unit Planning with Common Core Learning Standards. In addition, our school will provide our teachers the opportunity to attend weekend training sessions through Pearson's Sheltered Instruction Observation Protocol (SIOP) as it becomes available through New Visions and the Department of Education. Two of our teachers have taken courses or are working on their ESL extensions. Our ELL Coordinator also attends workshops sponsored by New Visions and turnkeys information obtained from these sessions to the other teacher. The ESL Coordinator attends Data Analysis training to estimate Title III AMAOs 1 and 2 status. In addition, we are planning to have our ESL Coordinator and teacher attend the WestEd QTEL PD through the DEO this upcoming year. Both teachers of ESL will participate in inter-visitations arranged by New Visions ELL specialist.

The in-house sessions will occur weekly on Wednesdays. The professional development sessions sponsored by New Visions or the Department of Education will occur quarterly (about 4 per year). Two inter-visitations will be scheduled through out the year.

Part D: Parental Engagement Activities

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

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

Begin description here:

Our ELL parents are encouraged to attend our four ELL parent meetings in the evenings from 6 PM to 7:30PM where we discuss several topics. The first meeting is targeted to address the ELL identification process and the ESL program in the school, this session is presented by our ESL Coordinator, English to Speakers of Other Languages, during the month of September annually at the start of the new school year. The second is focused on helping their children assimilate into a new country and understand youth development- this session is provided by our ESL Coordinator and School Guidance Counselor every other month. The third is a meeting in which the parents learn to access our online grading system so they can manage the student's grades- this session is presented by our Parent Coordinator between the month of October and November. Lastly, every third Tuesday of every month, we have School Community Night in which we also teach parents about understanding the ESL Assessments and using the online resources such as Datacation. Most meetings are provided by our ESL Coordinator, English to Speakers of Other Languages, and supported by our Parent Coordinator and Guidance Counselors.

Part D: Parental Engagement Activities

Parents are invited to attend by mail through bilingual communication, and also by personal phone calls in their native language.

Translations services in spanish are provided by our Parent Coordinator, Guidance Counselor, or ESL Coordinator during the workshops. The Attendance Teacher and Pupil Personnel Secretary translate all materials, as needed by our community, prior to the presentation or workshops.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	6,720 1,120 1,120	- Per session to cover the teachers working with the target population - Per diem to cover professional development attendance and intervisitions - Per session to cover parent involvement workshops and presentations
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2,240	Mini IPADS with Covers
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,200	_____

**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 243
School Name West Bronx Academy for the Future		

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 Wilper Morales	Assistant Principal Marie Guillaume
Coach type here	Coach type here
ESL Teacher Catalina Chavez	Guidance Counselor Reyna Familia
Teacher/Subject Area Emily Carroll/Math	Parent Melinda Mosley
Teacher/Subject Area Yarissa Avila/ ESL	Parent Coordinator Gladys Alvarez
Related Service Provider Gary Grover	Other type here
Network Leader(Only if working with the LAP team) Barbara Gambino	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	611	Total number of ELLs	81	ELLs as share of total student population (%)	13.26%
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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							20	8		14	16	6	8	72
Push-In									9					9
Total	0	0	0	0	0	0	20	8	9	14	16	6	8	81

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	26
SIFE	10	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	35

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15	2	0	31	3	12	35	2	14	81

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	15	2	0	31	3	12	35	2	14	81
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	7	9	13	16	6	8	75
Chinese														0
Russian														0
Bengali							2							2
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							1			1				2
TOTAL	0	0	0	0	0	0	20	8	9	14	16	6	8	81

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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.
All ELLs take a baseline assessment in the beginning of each school year to target their weaknesses by modality. Spanish speaking ELLs take the Spanish LAB-R to assess their literacy skills in their native language. The NYSESLAT and NYC ELL Periodic Assessment from the prior year are also used as indicators to drive instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Overall the data patterns reveal that all ELLs across the grades still struggle with reading and writing. All beginners struggle with all modalities across the grades, specifically with speaking and listening. In rare occasions, some students are proficient in reading and writing but fail listening and speaking. Long term ELLs also tend to be ELLs with learning disabilities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Instructional decisions are affected based on students needs. If the student primarily struggles with speaking the ESL teachers focus on developing their basic interpersonal communication skills. Likewise, if the student struggles with listening the ESL teachers focus on developing that skill through numerous listening skills. Reading and writing is developed on an ongoing basis with more rigor so the students can be successful throughout their content areas.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
a. A notable pattern that surges throughout the years is that ELLs do better taking the assessment in English than in their native language because they have been instructed in English and their native language (Spanish) is not as dominant.
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](#).)
Paste response to question here:
6. How do you make sure that a child’s second language development is considered in instructional decisions?
All teachers in the school are given a list of ELLs and are expected to take his/her second language development into consideration. They are instructed to allow ample time for a student to respond in class because it takes time for an ELL to gather his/her thoughts. They are expected to modify their instruction to the best of their ability and consider different ways of making the lesson comprehensible to the students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELLs by assessing how many students tested out of ESL services and how many students pass NYS Regents exams.

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](#).)
When a new student enrolls in our school, a pedagogue determines if the student has previously been enrolled within the NYC Department of Education. If they have not been enrolled in a DOE school previously, the student and their family are sent to the an ESL teacher or another pedagogue who screens the student. If the student’s home language is not English, she conducts an informal interview in the student’s native language (further language accomodationg are conducted in the intake process if the language spoken at home is not Spanish) and then administers the HLIS. Two of our three guidance counselors, speak Spanish and could translate if need be, but if translation services other than Spanish are needed then the guidance counselor calls the appropriate

number for an over the phone translation service provided by the DOE. After the HLIS takes place, the ESL teacher or pedagogue determines if the student qualifies for a LAB-R test, if so, the ESL teacher then administers the test within ten days from admission. The Spanish LAB is administered to the students who arrive from Spanish speaking countries who have not been previously tested or identified as ELLs, to determine their native language proficiency also as part of the intake process.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once the LAB-R is administered and the student has been identified as an ELL the parent is called in to come to the school to meet the ESL teacher and present the program choices within 10 school days. The parent then fills out the Program Selection Form and Parent Survey. All parents are informed and educated about the Free Standing ELL program we offer at our school, and the other programs offered through the DOE. If the parent would like a program not offered in our school, such as Dual Language or Transitional Bilingual Education, we can offer it in the future once the numbers are sufficient to begin such program. Ultimately, the parent is the one who selects the program after the information is presented, he or she fills out the program selection form and is filed in order to keep track of the demand of the other programs. If the parent wants their son or daughter to stay in our school, the parents are ensured that their son or daughter will receive the ESL services our school offeres both orally and in writing with the letter of eligibility. Parent Survey and Program Selection Forms are kept witin the main office and the ESL Coordinator is in charge of collecting and maiting each form as they come in.
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 [\[see tool kit\]](#).)
The entitlement letters, program selection, and parent survey are given on a one-to one basis by the ESL teacher who at the moment collects the paperwork from the parents. The records are maintined by the ELL Coordinator and are securely stored in the principal's office. In the event that the parent survey and program selections are mailed out, the Parent Coordinator is in constant contact with the parent to ensure that they return it as soon as possible to the school. We also explain to the parent that failure to return the letter will result in their student being placed in a Bilingual Education program. The ELPC screen on ATS is updated within 20 days of parent selection.
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.
Once a student has been identified as an English Language Learner, we contact the parent to inform them of the program placement. Since our school only offers a free-standing ESL program, the parents receive a letter of entitlement explaining that although we might not offer a program selected by them, we will make every effort to honor their parent choice by keeping track of program selection forms. The program selection forms are filed by the ELL Coordinator; the information gathered will help us create a program that us aligned to the parent's needs. The parents are informed in the entitlement letters that their child can be transferred to another school within the district if we do not have such program, if the parent decides to keep the student in our school, he or she then receives the mandated number of minutes programmed into their schedule by their guidance counselors. Within their ESL classes they are grouped by levels: beginners, intermediate, and advance. All communication sent to parents are distributed both in English, Spanish, and in other languages, such as: Bengali , French and Arabic. Parents' program selection is then inputted on ATS within 20 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In reviewing our records and in speaking with our Parent Coordinator, we have found that parents of Hispanic students tend to initially seek out TBE or Dual Language models for their children and the parents of students that speak languages other than Spanish focus their attention on our Free Standing ESL Program. Thus far, four parents over the past four years have elected a program other than Free Standing ESL. Although we only offer a Free Standing ESL model, the benefits of being in a small school allow us to provide our students with a norturing admosphere and develop individualize lessons tailored to their needs. The parents recognize this as being extremely positive and as previously mentioned, the ELL Coordinator keeps program selection forms to monitor trends in parent request so that we can create programs that are responsive to parent's choice.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
- Our school complies with parent requests. Based on our data, our Freestanding ESL program is requested due to the benefits of being in a small school, as mentioned before, it allows us to provide our students with a nurturing atmosphere and develop individualized lessons tailored to their needs. The parents recognize this as being extremely positive, and again, the ELL Coordinator keeps program selection forms to monitor trends in parent request so that we can create programs that are responsive to parent's choice. In addition, our school offers parent orientation meetings that are scheduled periodically through our PTA to ensure parents are maintained informed about their rights.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our school uses Push-In and Pull-out models of instruction.
 - b. Our school pull-out models are 45 minute teaching blocks in which the students receive English acquisition instruction carefully aligned with the ELA standards of instruction. Students have other content area subjects throughout the day in their daily schedules. The pull-out model is implemented in groups that are ungraded, and heterogeneous. The push-in model is implemented in groups that are grouped by homogeneous proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

- a. As a middle/high school we have a report of all the ELLs and the mandated number of minutes that each student needs. Both ESL teachers see the students either in a pull-out model once or twice a day depending on their level and at least once a day in a push-in model. For example, a high school new comer has two periods in a pull-out model, that are composed of 45 minute teaching blocks, as mentioned before (see 1 a) and one period in a push-in model this not only meets the mandated minutes, but exceed them, to ensure that the student succeeds.

- b. All ELLs have ESL, and ELA. Beginner and Intermediate ELLs in middle school received 360 minutes, Advance ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction as required under CR Part 154. High school ELLs who are beginners receive 540 minutes of ESL instruction, Intermediate ELLs receive 360 minutes, and Advance receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

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.

In the pull out model, one of the ESL teachers is dual certified in ESL and ELA and thus teaches the students both language acquisition and the content that needs to be acquired to pass the NY State English Regents. The other ESL teacher focuses her instruction on teaching English throughout the content areas by meeting with content area teachers during a common planning period and selecting listening activities, reading, and writing activities that will support them. English grammar, content specific vocabulary, and essay writing are primary focuses. In the push in model, the ESL teacher meets with the content area teacher to discuss units of studies, and how to help the students in small groups to acquired the knowledge by scaffolding, using the student's native language with bilingual glossaries, bilingual dictionaries, and native language dictionaries. The ELA teachers

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

We ensure that our ELLs are appropriately evaluated in their native language by making sure whether or not they are proficient in their native language to begin with. Some ELLs that come from Spanish speaking countries, for example, might not be able to read or write in Spanish. Our foreign language teachers, who teach Spanish and French, deliver native language support in our school and are able to assess them as well as one of our ESL teachers. Students are assessed in their ability to speak, read, and write in their native language. This is helpful later on in determining whether a student does not understand a particular lesson because of language or content. Additionally, we offer classes in native language arts in Spanish. All Spanish speaking speaking ELLs are given the Spanish Lab. aste response to question here:

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

Paste response to question here:

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).

- a. SIFE students are integrated into the demands of academic learning by receiving extra help from content area teacher and ESL teachers during class, after school, and on the previous years a Saturday Academy program. They are taught through visuals, charts, and venn diagrams. They are allowed extra time to process their thoughts and put it in writing. In addition, tutoring is available during the week if they still need help in other academic subjects.

- b. New Comer ESL students are encouraged to build on their native language while receiving ESL instruction. How to use cognates and figure out what something means, reading comprehension strategies, and test taking strategies, such as process of elimination have been useful thus far in preparation for the ELA.

- c. Our ELL's receiving 4 – 6 years are divided into three categories. Students that are SIFE, students that are Special Education and students that have not received enough instruction to pass the NYSESLAT exam. Students are constantly encouraged to work on study skills and reading comprehension strategies. For the the students that are still struggling with the listening and speaking portion of the test,

extra assistance and testing are provided. We differentiate our instruction by providing more writing and reading strategies across the content areas. We use writing frames as scaffolding, teaching strategic reading comprehension skills, teaching test taking skills, and creating graphic organizers and flow charts to help the ELLs gather their thoughts before writing.

d. Invariably our long term ELL's are struggling with reading comprehension and writing, most have attained a level of fluency in their speaking. For this population we work in conjunction with the literacy teachers on developing strategies for the student. The students are followed more closely; they are tracked through Datacation, and are given extra support. For our long term ELLs we use the CALLA approach (Cognitive Academic Language Learning Approach) across the content areas. This helps them increase motivation for academic learning and confidence in their ability to be successful in school, by evaluating their own learning and planning how to become more effective and independent learners.

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?

Our ELL's with special needs are serviced in conjunction with our Learning Academy. Instructors between the ELL and Special Education Learning Academy meet regularly to review student progress and set new goals for each student as well as identify necessary supports. In addition, the programmer, ELL Coordinator, and Special Education Teacher review their IEPs to ensure proper placement. Our school has common planning time in order to make sure co-teaching between CTT teachers, content area teachers, and ESL teachers is successful. We plan together to differentiate, and group the students based on needs. We are using the program Write to Learn to help them accomplish these goals, the program provides content area material and helps them accelerate their English language development by providing instantaneous feed back on essays or short answer replies.

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?

Our school has one group of 9th graders who are self-contained and the rest are in a mainstream program. We use co-teaching in the other graders, the content area teacher and CTT teacher help to meet their diverse needs by multiple methods of differentiation, grouping by levels, by common need, etc. The ESL teacher also pushes into some classes that contain both a content area teacher and a CTT teacher to provide the additional native language support for the rest of ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

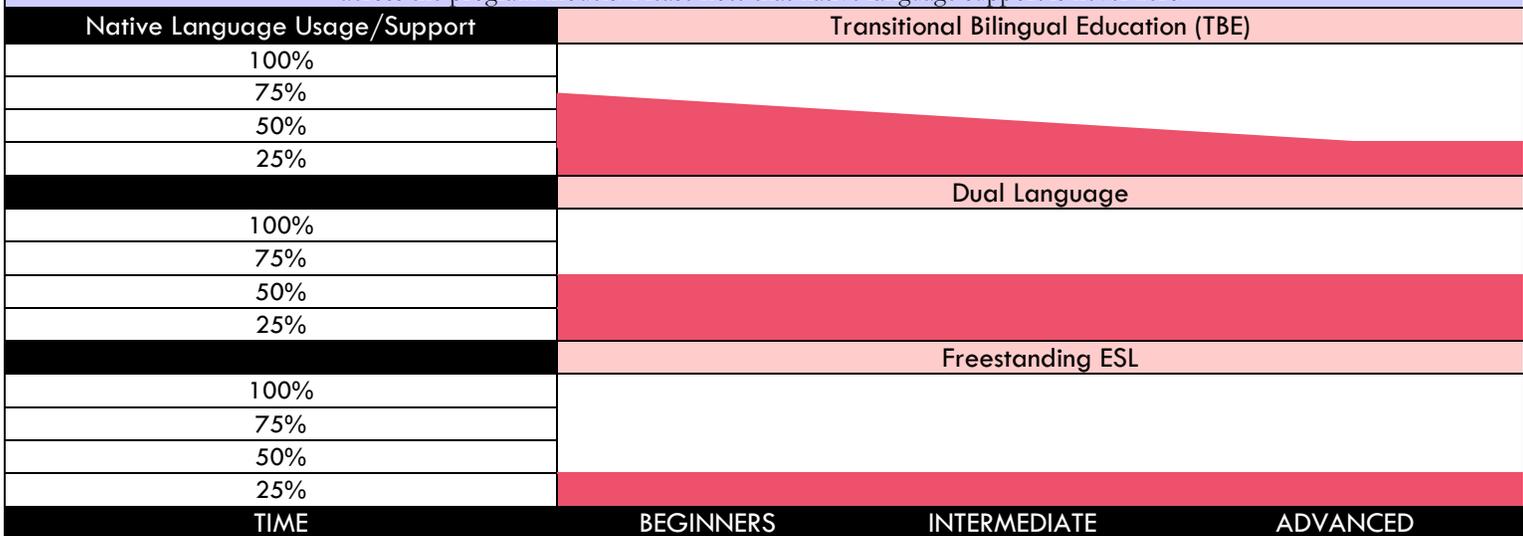
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- Our ELL students get targeted intervention in ELA through the Write to Learn program, which gives students an opportunity to improve their reading level using a computer adaptive program that selects readings at the appropriate grade level. The program gives them the diagnostics of what has to be improved instantaneously. Our ELL students receive additional instruction in math at the High School level through Plato learning software. Plato learning comes with advanced vocabulary assistance and enables students to work at their own pace. In middle school after school help is available for math. In our Social Studies classes our teachers provide our ELLs with vocabulary notebooks that are graphic, that contain the terms and illustrations, as well as teacher created workbooks to aid in understanding of the curriculum. A great focus on visuals and graphic organizers are put in place to ensure the grasp of the content. In our Science classes students use vocabulary picture cards, along with the usage of videos to implement lessons, hands on lab work, and an annual Science Fair, in which all of our students, including ELLs participate in. [question here:](#)
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students that have passed the NYSESLAT exam are given additional support through after school tutoring or during lunch periods, they can bring their lunch from the cafeteria and the teacher works with them. If they feel like they need extra help in a subject or in an assignment, the students sign up for extra help or conferencing with the teacher. They are welcomed to borrow dictionaries or come after school if they need help writing an essay as well. The ELL Coordinator tracks them through Datacation and is in constant contact with the content area teachers to ensure that the students are doing well. If they need additional help we ensure that it is received.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering implementing a History enrichment program for ELL students as their results on the state exams continues to lag behind all other tests including ELA. The students also have a Regents Prep courses in their daily schedule if they have failed them before.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are encouraged to join after school activities. When students enroll we emphasize to parents the importance of being an active member of the school community. Students that stay after school and work with one of our 16 different programs tend to do better academically. It is especially important for ELL students to associate with students who are not ELL's for social and language acquisition.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As a technology school we rely on Smart Boards, portable language labs, laptop computers, and video cameras to assist in instruction for all students. Our SIFE students and New Comers benefits greatly from our portable language labs that can be used to increase listening skills as well as reading skills with programs such as Read 180. Our 4-6 year ELLs and our Long Term ELLs are given more of an opportunity to work with our laptop computers to use special programs we have in place to increase their learning, such as Write to Learn and Teaching Matters.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is predominately delivered through our world languages department who teach Spanish and French. We use their (Spanish) native language to help ELLs understand English, by using their prior knowledge of some vocabulary words and implementing them in cognates, root words, suffixes and prefixes. Word to word glossaries are provided in more than one language to students across the content areas, and in addition we also provided them with literature books in their Native Languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELL learners are assisted by a mentoring program we have in place, where one advance or proficient ELL is paired up with a new ELL. He or she helps them navigate throughout the school and helps them translate during class. We called them big sib, and little sib. We have frequent meetings to see how things are going, what are they finding to be different or difficult and

what they need help in.

18. What language electives are offered to ELLs?

ELL students are offered French and Spanish as language electives, art, music, and technology.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. All of our teachers and guidance counselors receive ELL professional development sessions during the course of the year. Our PD sessions focus on the implementation of ELL/ESL strategies that are used to increase achievement in the four components of language: listening, speaking, reading and writing. In addition, our school has provided our teachers and faculty, including, para-professionals, psychologist, therapist, and Parent Coordinators, with the opportunity to attend weekend training sessions through Pearson's Sheltered Instruction Observation Protocol (SIOP). All Teachers are also encouraged to attend outside training provided by the Department of Education and the UFT. Two of our teachers have taken courses or are working on their ESL extension. Our ELL Coordinator is also available to train and as well as turn key information obtained from PD sessions, best practices, and the rules that govern ELLs. We have the PD sessions scheduled for January 15, 2014 and February 26, 2014.

2. As a 6 – 12 school, the ELL Coordinator trains and aids the guidance counselors, parent coordinator, and other staff who closely work with ELLs with important information regarding the placement of ELLs. These include information, such as, NYSESLAT levels, formative and summative student data, and teacher anecdotes that will facilitate placement and transition from year to year.

3. ELL training for all of our staff will be ongoing to make them aware of what different types of differentiations can be presented in order for ELL students to understand the content. We will send out our ELL Coordinator so she can present us with new insight, as well as obtain training from New Visions on addressing the needs of ELLs. Some of the topics presented during training sessions are the implementation of ESL strategies, scaffolding and differentiation of units studies and lessons. In order to determine who has obtained training and completed the 7.5 mandated hrs, the ELL Coordinator will provide the school administrator with a signature sheet that will be maintained on file in the main office and the ELL Coordinator's records.

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. Our ELL parents are encouraged to attend our four ELL parent meeting evenings where we discuss the program and give the parents strategies in helping their students acclimate. Prior to our meetings we make phone calls and determine if anyone is in need of our translation services, if so we make the proper arrangements. In our meetings we discuss ways in which they can invest in their children's education. Such as, having an active role in their child's education: send notes to the teachers, make phone calls, and voice their opinions. Parents are also well informed on how to access Pupilpath online, a software, that shows them their child's progress in each class.
 2. The school has partnered with New Visions, Fordham University Mentorship Program, and Lehman College's Gear Up Program to help guide students to be career oriented and inform parents of the college intake process.
 3. We use the parent coordinator and Guidance Counselors to evaluate the needs of parents in addition to polling all parents via the PTA and providing them with a written survey so they can express their concern and needs for us to constantly improve. Our Guidance Counselors speak Spanish and provide translation services in Spanish.
 4. Most of our parents seem to struggle with three main issues. First, they are interested in learning the language. Secondly, the parents are worried about helping their students academically. All parents have access to our online grading system so that they can manage the student's grades. We have regular meetings to demonstrate how to use the system. Third, the parents are worried about their child's assimilation into the new country. We host multicultural evenings and host parent strategy sessions to assist parents. Also, every second Tuesday of every month we have School Community Night in which we also teach about understanding the ESL Assessments and using the online resources such as Datacatation.

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.

Although, our school pull-out models are 45 minute teaching blocks in which the students receive English language acquisition we would like to state that it is carefully aligned with the ELA standards of instruction. Students have other content area subjects throughout the day in their daily schedules. The pull-out model is implemented in groups that are ungraded, and heterogeneous. This is the primary way of instruction since the students are in a high school schedule format, in a nine period day.

Part VI: LAP Assurances

School Name: <u>West Bronx Academy for the Fut</u>			School DBN: <u>10X243</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wilper Morales	Principal		1/28/14
Marie Guillaume	Assistant Principal		1/28/14
Gladys Alvarez	Parent Coordinator		1/28/14
Catalina Chavez	ESL Teacher		1/28/14
Melinda Mosley	Parent		1/28/14
Emily Carroll/Math	Teacher/Subject Area		1/28/14
Yarissa Avila/ ESL	Teacher/Subject Area		1/28/14
	Coach		1/1/01
	Coach		1/1/01
Reyna Familia	Guidance Counselor		1/28/14

Barbara Gambino	Network Leader		1/28/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X243 School Name: West Bronx Academy for the Future

Cluster: Debra Maldonad Network: Barbara Gambino

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.

According to our data, the majority of our parents speak Spanish with a small percentage speaking Arabic, Bengali, Fulani, and Albania. In order to maintain effective open communication with parents we provide written translations of memos and other important documents for parents. Our Parent Coordinator, Guidance Counselors, and ELL Coordinator work collaboratively to assess our school's written translation and oral interpretation needs by examining the Home Language Surveys filled out by parents, analyzing ATS data, and interviewing parents. We will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services.

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

In assessing our school's community's written translation needs, we examined the HLS, ATS data and by interviewing parents. After reviewing these documents, we found the more commonly spoken languages in our school were Spanish, Arabic, Bengali, and lastly Vietnamese and Korean. In considering the Chancellor's Regulations on Translations, our school needs to provide timely provision of translated documents through either existing in-house services or through the Translation and Interpretation Unit at the Department of Education. The findings of our parent's needs were shared with our staff during our staff meetings and with our parents during PTA meetings.

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.

In order to ensure timely provision of translated documents to parents most documents are translated in house by our school staff. These include Spanish Teachers, Parent Coordinator and ELL Coordinator. In the event that we do not have the required staff or volunteers to provide translations into the languages requested, we will contact the Translation and Interpretation Unit at the Department of Education. This will ensure all parents and students receive these documents in a timely fashion and help bridge the communication between our school and home.

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.

Interpretation services are usually provided in-house by school staff, and when need be, by outside contractors. We will contact the Translation and Interpretation Unit at the Department of Education to schedule translators for school events, such as Parent-Teacher Night, PTA meetings and workshops. Scheduling the services ahead of time is crucial to ensure proper services.

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

Our school will provide each parent who requires services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages will be posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained as an effort to maintain an open communication at home and school.