



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09X324

School Name:

BRONX EARLY COLLEGE ACADEMY FOR TEACHING & LEARNING

Principal:

YVETTE E. RIVERA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Early College Academy for Teaching & Learning School Number (DBN): 09x324

School Level: Secondary Grades Served: 6-12
250 East 164th Street, 4th Floor

School Address: Bronx, NY 10456

Phone Number: 718-681-8287 Fax: 718-681-5650

School Contact Person: Yvette E. Rivera Email Address: yrivera8@schools.nyc.gov

Principal: Yvette E. Rivera

UFT Chapter Leader: Corie Gaidusek

Parents' Association President: Margorie Bodden

School Leadership Team Chairperson: Margorie Bodden

Student Representative(s): Chantel McLean, Jaylene Coss

District Information

District: 9 Superintendent: Ms. Carron Staple

Superintendent's Office Address: 1 Fordham Plaza

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

Phone Number: 718-741-5852 Fax: 718-329-8030

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll

Network Number: 402 Network Leader: Maria Cristina Jimenez

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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yvette E. Rivera	*Principal or Designee	
Corie Gaidusek	*UFT Chapter Leader or Designee	
Margorie Bodden	*PA/PTA President or Designated Co-President	
Marlene Gabriel	DC 37 Representative, if applicable	
Chantel McClean, Jaylene Coss	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Adisha Washington	UFT, Guidance	
Chelsea Morgan	UFT, Teacher	
Nichole Key	Parent	
Debbie Harris	Parent	
Marilyn Rodriguez	Parent	
Ramara Petersen	Parent	
Danielle Schulte	UFT, Teacher	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

Mission Statement

At Bronx Early College Academy ("BECA"), we strive to develop a community of principled citizens, students, families, staff, and community partners who commit to preparing all students to participate in the International Baccalaureate (IB) Diploma Program.

- We believe that all students have the freedom to pursue their passions and curiosities as they learn to take personal responsibility for their own learning.
- We engage imagination, encourage reflection, and nurture students' thinking to embrace a sense of international mindedness.
- We commit to developing students who have the skills, knowledge, and character necessary to take action in caring for themselves and others.
- We strive to achieve balance between academics, individual creativity, and an urgency to be of service to others.

Through their experiences at BECA, our students will be prepared, empowered, and enlightened to access superior post-secondary opportunities and successfully navigate an increasingly complex world.

Background

BECA was founded in 2006 as an Early College program serving grades 6 through 12. The school is located in the Morrisania section of the South Bronx.

In June 2013, BECA graduated its first senior class (2013) at a rate of 94% and its second senior class (2014) at a rate of 88% in four years. BECA's four year graduation rate is significantly higher than both the Borough and Citywide averages for both years. We are a school committed to our students' success both at the secondary and post-secondary levels. BECA works in partnership with The College Bound Initiative ("CBI") to prepare and provide students and families with individualized services in preparation for the academic, personal, and financial rigors of post-secondary environments. As a school community, we recognize the importance of providing our students with post-secondary and career awareness. We also recognize that thoughtful, and supportive guidance throughout the entire 6th-12th grade school continuum are particularly important, especially as students' transition to college during senior year.

In keeping with our mission of providing students with enriching educational experiences and rigorous curriculum and instruction, BECA underwent a two year, demanding application process to become an International Baccalaureate ("IB") World School offering the Diploma Program. In October 2013, BECA was authorized by the International Baccalaureate ("IB") Organization as an IB World School, making BECA the 6th NYC public high school authorized to offer the IB Diploma Program. We achieved this milestone thanks to our dedicated, strategic, and supportive leadership, a professional environment of trust and collaboration, a commitment by all stake-holders towards academic improvement, and our dedicated families.

Our current IB Diploma course offerings include Literature (HL), Math Studies (SL), History (HL), Design Technology (HL), Biology (SL), Film (HL), French (SL/HL), and Spanish (SL/HL). Our work towards international mindedness includes various fundraising efforts to provide students with an overseas educational experience to expand their educational experience beyond the classroom. This year, our first group of high school students will visit Spain and France to engage in a cultural and language immersion experience. In addition, students are required to engage in service activities that will promote the idea that they have a personal responsibility to "give back" to the world in which they live.

As a group of highly collaborative and professional educators, we are continuously striving to expand our instructional capabilities and innovate in our classrooms and throughout our school. One of the outcomes of our efforts has been

the recognition of our partner organizations, who continue to place their confidence in our school by selecting BECA as a professional learning site for their resident teachers. The New York City Teaching Collaborative places teaching residents in our classrooms each spring to learn from our teachers. In addition, The American Museum of Natural History Masters in Teaching Program has selected BECA as one of only four school sites to train their Earth and Space Science teaching residents alongside our own Science teachers.

In our Middle School this year, we have partnered with City Year. BECA's City Year team includes our own Program Manager, a Team Leader, an Afterschool SONYC Manager as well as ten AmeriCorps Corps Members. The City Year Team is on-site from 7:30-5:30pm pushing into our classrooms in grades 6th-8th providing additional support and small group instruction in core classes to targeted students based on individual needs. Immediately after the regular school day ends, the City Year Team provides afterschool programming five days a week. The programming includes homework help, physical fitness, and enrichment activities.

Over the last three years, BECA has developed into an environment where other professionals aspire to learn the art and science of dedicated pedagogy. As such, two of our strategic partnerships are the New York City Teaching Collaborative and the American Museum of Natural History Masters in Teaching Program. We will continue to provide our students with a disciplined, yet nurturing environment to enhance their overall intellectual and personal development. The DTSDE Tenet(s) in which BECA has made the most growth during the previous year was definitely laying down the foundation for building our IB program by becoming authorized and providing students with the greatest opportunity to engage in the most rigorous instruction available worldwide.

One of our challenges is moving our wonderful students though the 6th-12th towards this rigor that is new and challenging. One of our most ardent long-terms goals is to bridge equity and access for our students providing them with all the advantages possible in education. This also presents a challenge as our 6th-12th continuum has two sets of distinct evaluation requirements and a very large span of developmental ages to address. These competing priorities do present real challenges in creating a cohesive academic program for all students. However, given the shared commitment of our staff, the appropriate time, institutional support, and our continued hard work, we have no doubt that together as a community, we will be able to weather the challenges and build a school where every child is successful.

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

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

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

09X324 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	504	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	N/A	# SETSS	4	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.0%	% Attendance Rate		88.6%
% Free Lunch	86.2%	% Reduced Lunch		5.5%
% Limited English Proficient	9.7%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.3%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		37.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		34.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4		61.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.3%	% of 2nd year students who earned 10+ credits		91.7%
% of 3rd year students who earned 10+ credits	98.4%	4 Year Graduation Rate		88.1%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X324 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	504	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	N/A	# SETSS	4	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	N/A	# Drama	9
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.0%	% Attendance Rate			88.6%
% Free Lunch	86.2%	% Reduced Lunch			5.5%
% Limited English Proficient	9.7%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			32.3%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander			3.1%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.16	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)			37.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			6.15
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4			5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			34.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4			61.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	96.3%	% of 2nd year students who earned 10+ credits			91.7%
% of 3rd year students who earned 10+ credits	98.4%	4 Year Graduation Rate			88.1%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				
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	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
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Types and Number of Special Classes (2014-15)				
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# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
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% Free Lunch	86.2%	% Reduced Lunch		5.5%
% Limited English Proficient	9.7%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.3%
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6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X324 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	504	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	N/A	# SETSS	4	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.0%	% Attendance Rate		88.6%
% Free Lunch	86.2%	% Reduced Lunch		5.5%
% Limited English Proficient	9.7%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.3%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		37.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		34.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4		61.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.3%	% of 2nd year students who earned 10+ credits		91.7%
% of 3rd year students who earned 10+ credits	98.4%	4 Year Graduation Rate		88.1%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X324 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	504	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	N/A	# SETSS	4	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.0%	% Attendance Rate		88.6%
% Free Lunch	86.2%	% Reduced Lunch		5.5%
% Limited English Proficient	9.7%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.3%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		37.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		34.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4		61.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.3%	% of 2nd year students who earned 10+ credits		91.7%
% of 3rd year students who earned 10+ credits	98.4%	4 Year Graduation Rate		88.1%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X324 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	504	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	N/A	# SETSS	4	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.0%	% Attendance Rate		88.6%
% Free Lunch	86.2%	% Reduced Lunch		5.5%
% Limited English Proficient	9.7%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.3%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		37.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		34.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4		61.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.3%	% of 2nd year students who earned 10+ credits		91.7%
% of 3rd year students who earned 10+ credits	98.4%	4 Year Graduation Rate		88.1%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X324 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	504	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	N/A	# SETSS	4	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.0%	% Attendance Rate		88.6%
% Free Lunch	86.2%	% Reduced Lunch		5.5%
% Limited English Proficient	9.7%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.3%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		37.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		34.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4		61.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.3%	% of 2nd year students who earned 10+ credits		91.7%
% of 3rd year students who earned 10+ credits	98.4%	4 Year Graduation Rate		88.1%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

09X324 School Information Sheet

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	504	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	N/A	# SETSS	4	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	N/A	# Drama	9
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		85.0%	% Attendance Rate		88.6%
% Free Lunch		86.2%	% Reduced Lunch		5.5%
% Limited English Proficient		9.7%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.4%	% Black or African American		32.3%
% Hispanic or Latino		63.2%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White		1.0%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		3.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		2.7%	% Teaching Out of Certification (2013-14)		37.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.8%	Average Teacher Absences (2013-14)		6.15
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		8.6%	Mathematics Performance at levels 3 & 4		5.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		34.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		66.7%	Mathematics Performance at levels 3 & 4		61.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		96.3%	% of 2nd year students who earned 10+ credits		91.7%
% of 3rd year students who earned 10+ credits		98.4%	4 Year Graduation Rate		88.1%
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		NO
Economically Disadvantaged		YES			
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		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <p>1. 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.</p> <p>2. 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.</p>		
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <p>1. 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.</p> <p>2. 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.</p>		
<p>STRENGTHS</p> <ul style="list-style-type: none"> • Closed achievement gap by achieving outstanding 4 year graduation rates for first two graduating cohorts (94% 2013, 88% 2014) • Authorized International Baccalaureate World School offering the Diploma Program • Opportunities for students to participate in international trips (HS) • Uniform teacher team meeting structures (by grade, content and across MS and HS), highly collaborative working environment • Professional development to support individual teacher development and overall need of school, conducted by administrators and coaches • Curriculum maps and unit plans developed by teachers, which embed CCLS and International Baccalaureate benchmarks • School-wide use of assessment rubrics to evaluate student work across subjects • Use of Test Wizard and Grade Cam, online assessment tools which align assessment questions to CCLS, share resources, and disaggregate data to inform instruction. <p>DATA</p> <ul style="list-style-type: none"> • Scholarship Reports • Professional Development Plan • Common Core Aligned Curriculum Maps 		

- Regents Weighted Pass Rates
- NYSESLAT
- LAB-R
- SESIS Data

NEED

- BECA has high percentages of Students with Disabilities and English Language Learners. More choices for flexible programming options would address individual mandates as well as enrichment opportunities to address the particular strengths and talents of these populations.
- Uniform data review structures for the 6th-12th
- continuum, particularly in grades 6-8

Part 2 – Annual Goal

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

By June of 2015, 75% of assessments will be evaluated, intended to support and improve performance on State assessments through a comprehensive school-wide assessment plan.

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>
Cycle review of targeted CCLS assessments in grades 6-8	All MS Teachers	2014-2015 School Year	Principal, AP, Coach
Promote STEM connections by creating experiences for students outside of the classroom such as trips to The American Museum of Natural History Science Labs via the Masters in Teaching Program (MAT).	Teachers & classes with MAT Residents both HS & MS	2014-2015 School Year	Principal, Classroom Teachers with their MAT Residents, and Museum Administration
Weekly professional development focused on Inquiry (HS) and review of CCLS assessments and next steps of instruction (MS)	ALL Teachers	2014-2015 School Year	Principal, AP, Coach
Increase student participation in the International Baccalaureate Diploma Program (“IB”)	Sophomores, Juniors, & Seniors	2014-2015 School Year	Principal & IB Coordinator
Parent Involvement <ul style="list-style-type: none"> • Transcript reviews with parents • Open school during Parent Engagement time on Tuesdays • Progress Reports and Report Cards 	Parents	2014-2015 School Year	Administration, Guidance Counselors, Parent Coordinator,

<ul style="list-style-type: none"> • Skedula and Phone Messenger to enhance Communication • Student Recognition Awards • Family Focused Events and Workshops • Parent Volunteering Opportunities 			Community Based Partnership, SLT/PTA
Regent Exam Opportunities in Middle School	8 th Grade Students on Grade Level in Earth Science and US History	2014-2015 School Year	Core Teachers, AP MS
Individualized Student Programming	Students at Risk of Not Graduating and Students in Advance Standing	2014-2015 School Year	Guidance Counselor, Administration

Part 4 – Resources Needed

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

- Data tools such as Test Wizard to design, administer, and Grade Cam to create item analysis and disaggregate CCLS aligned assessment student performance data
- Professional Development funding for Data Analysis
- Planning time to review data and formulate action steps
- Professional Development funding for IB Professional Development Training and program development
- IB Coordinator
- Annual Fees to remain authorized as an IBO World School and deliver program
- Funding for IB student registration fees and examination fees
- Planning time for teachers to develop curriculum in alignment with increased rigor and multiple entry points for increased access for student participation
- Enhanced books, instructional materials, Questia library, audio/visual, and similar items to provide advanced level curriculum
- Additional SPED and ESL Teachers
- Funding for instructional Coaches
- Appropriate staffing to meet the requirements of action plan

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

- January and June Regents Scores
- Numbers of students seated for IB Exams
- February and March for MS Formative Data
- Teacher Performance on Evaluation supported by observations and targeted interventions

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

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.

6. 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.	E
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.	E
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.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. 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.

Strength

- Targeted tone and discipline to help support a safe learning environment based on the International Baccalaureate Learner Profile
- Project BECA incentive program
- LeAp Onstage to integrate the Arts and promote students creativity and voice
- Four members of staff dedicated to the socio-emotional support of students and families
- Network support from Attendance Teacher
- Weekly Attendance Team Meetings
- Uniform policy to enhance culture of inclusion into our family
- School Messenger and Skedula to regularly communicate with families
- Saturday school in January to provide additional support to students through assessments

Data

- ATS Attendance Reports (RSAL, RMAO, RDAL, RISA, RPYA)
- Regular conferences with Guidance Department and Teacher Teams
- City Year Data

Need

- Increase attendance participation rates for students who have been absent 20 days or more
- Highlight improvements in student attendance rates
- Increase parent, staff and student awareness of attendance expectations

- Family incentive outings

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, student attendance, specifically students who were absent 20 or more days the previous year will increase by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Formation of an attendance intervention program led by the Guidance Department and supported by classroom teachers.	Students who were absent 20 or more days the previous year.	October 2014 – June 2015	High School and Middle School Counselors will prepare data and present to the grade teams.
Attendance incentive activities will be awarded to students and be inclusive of families for students who reach attendance benchmarks.	Students who were absent 20 or more days the previous year.	Nov. 14 – June 15	Attendance team Grade team leaders Assistant Principal
Saturday school for students to provide additional opportunities for instruction and support through assessments with Fordham University tutors	At risk high school and middle school students	January 2015 – May 2015	Assistant Principals Teachers Fordham University Tutors
Teacher teams will review weekly attendance data for students in grade, conduct outreach during the parent engagement block, and record progress of communication in school-wide Google doc.	Students who were absent 20 or more days the previous year.	2014-15 school year	Teachers Guidance Counselors Assistant Principal Attendance teacher

Part 4 – Resources Needed

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

Funding for incentive trips and family activities.
 Funding for Saturday program using Fordham University tutors
 Community Assistant
 Planning time for attendance team
 Additional time to meet w/ families to action plan
 Family incentive outings
 School messenger to support attendance outreach
 Appropriate staffing to meet the requirements of action plan

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.

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- School-wide Attendance Rate (ATS REPORT RSAL)
- Individual Student Attendance Rate Comparison (ATS REPORT RMAO)
- Student Feedback with Guidance Team
- Weekly Attendance Meeting
- Guidance intervention and targeted counseling check-in

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

9. 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.

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

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

Part 1b. Needs/Areas for Improvement:

11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

12. 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.

Strength

- Common Planning Time for horizontal teams embedded in the school day and during Professional Learning
- All teachers have submitted curriculum maps and have received feedback from the Principal and Coaches
- We have implemented a trimester model to increase credit accumulation
- Teachers deliver extended day programming, which includes AIS and enrichment activities.
- Teachers utilize Math XL, Achieve 3000, Power Speak and Aventa to individualize instruction and provide multiple entry points for students
- Teachers use SKEDULA and ARIS for data verification, grade reporting, and analysis
- Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes
- Ongoing onsite and offsite professional development through Network 402
- Strategies and best practices are shared amongst teams

DATA

- Baseline Assessments
- NYSESLAT
- Regents Exams
- Classroom Assessments
- Attendance
- Scholarship and Regents Data

- Curriculum Maps

NEED

- Planning time for inquiry meetings and data analysis
- Planning time for analyzing student work products and formulating action plans
- Skedula
- Math XL
- Achieve 3000
- Power Speak
- Aventa

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, 20% of teachers will lead a professional development session based on a proven instructional strategy with evidence of successful student outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Utilize enhanced communication technology such as ManageBac to maximize teacher and administrator ability to collaborate remotely in real time	IB Coordinator,	2014-2015 School Year	IB Coordinator, Principal
Selected teachers will plan and implement PD throughout the year and gather feedback of effectiveness	Selected 20% of Teachers	2014-2015 School Year	Coach Teachers
Weekly professional development focused on analysis of student work, inquiry, and analysis of assessments. Special teams such as ICT, IB, Athletics, ESL, and Arts will meet bi-monthly to capture the needs of the entire school community	Teachers, Principal, Coaches, Assistant Principals	2014-2015 School Year	Principal and Coach
Annual June retreat recaps year and provides for a prolonged period of time to engage in school-wide planning and community building	All Staff	2014-2015 School Year	Principal and Planning Committee

Part 4 – Resources Needed

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

- Funding for annual Staff Retreat
- Appropriate staffing to meet the requirements of action plan

- Planning time for inquiry meetings and data analysis
- Planning time for analyzing student work products and formulating action plans
- Skedula
- Math XL
- Achieve 3000
- Power Speak
- Aventa
- ManageBac
- Consultants and professional development organizations to provide targeted PD and community building

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.

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Ongoing throughout Year Teacher Performance on Evaluation supported by observations and targeted interventions
- Professional Development Plan
- Report Card Review
- Periodic Assessment Review

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

13. 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.

14. 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.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. 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.

- Strengths**
- Building relationships for strategic partnerships
 - Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes
 - Common Planning Time Teachers to engage in collaboration across teams
 - Ongoing onsite and offsite professional development Network 402
 - Individualized instructional support and coaching with Administrators
 - Strategies and best practices are shared amongst teams
 - Team Building Activities
 - Recruitment and retention of teachers and staff
- Data**
- Strategic partnerships in place
 - Teacher evaluations Advance Report – School level indicator report
 - Individual teacher observations
 - Student performance mid-year and end year state and city exams

Areas of Improvement

- Greater opportunities for teacher leadership development
- Broadening the impact of services gained from strategic partnerships to a greater number of students and families
-

Part 2 – Annual Goal

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

By June 2015, 10% of effective teachers will engage in leadership development opportunities which strengthen the school 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: <ul style="list-style-type: none">• Research-based instructional programs, professional development, and/or systems and structures needed to impact change• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).• Strategies to increase parent involvement and engagement• Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop leadership capacity in key staff	Effective Teachers third year and up	2014-2015 School Year	Principal and Coach
Teacher leaders will participate in targeted professional opportunities to develop leadership capacity	Selected Teacher Leaders	2014-2015 School Year	Principal and Coach
Specific teacher leader role to focus on the needs of ELL's and SPED's	SPED and ELL Coordinators	2014-2015 School Year	Assistant Principal
Leverage strategic partnerships to provide additional training and development in coaching and leadership	Teacher Leaders	2014-2015 School Year	Principal

Part 4 – Resources Needed

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

- Funding for the College Bound Initiative
- Funding for NY Cares
- Appropriate staffing to meet the requirements of action plan
- Leadership Development conferences
- Planning time for teacher leaders principal and coaches
- Release time for teachers who show promise in the area of leadership, curriculum and teacher practices

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- January teacher leadership reflections
- Evidence of effective PD teacher feedback ongoing

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

17. 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.
18. 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.	HE
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:

19. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
20. 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.

Strengths

- Community Events such as
- Giving Thanks Gathering,
 - Talent Exhibition,
 - Awards Ceremonies,
 - Parent Publications
 - Skedula
 - School messenger
 - School website
 - Parent publications

Data

- Learning Environment Survey
- Parent Request for workshops and training programs

Areas of Improvement

- Increase participation in student survey
- Increase attendance by families at school sponsored events

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.

To support and strengthen our community ties with both our families and the neighborhood 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
On-sight partnership with City Year for students in grades 6-8 during the school day and after school to increase parent outreach.	Families and Students grades 6-8	2014-2015 School Year	Assistant Principal
Support Parent Coordinator with professional development training to enhance parent outreach	Parent Coordinator	2014-2015 School Year	Principal
Creating partnerships with community agencies to enhance college awareness to students and families.	Parent Coordinator and Community Agencies	2014-2015 School Year	School Administration
Provide parent workshops on a variety of pertinent topics	Parent Coordinator and Community Agencies	2014-2015 School Year	School Administration

Part 4 – Resources Needed

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

- Saturday Academy funding with Fordham University Tutors
- Appropriate staffing to meet the requirements of action plan
- Funding to create school sponsored events to promote school, family and community relations
- School website

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.

Part 6 – Progress Monitoring

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

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

- Parent Coordinator Reflections and Feedback
- PTA/SLT Meetings
- Learning Environment Surveys

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

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

Section 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)	Regents, NYSESLAT, Scholarship Report, Middle School Exams, Formative class assessment data, Parent Feedback	Achieve 3000, NYS Ready, Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Saturday, during lunch
Mathematics	Regents, Scholarship Report, Middle School Exams, Formative class assessment data, Parent Feedback	Math XL, NYS Ready, Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Saturday, during lunch
Science	Regents, Scholarship Report, Middle School Exams, Formative class assessment data, Parent Feedback	Regents and State preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	Afterschool, Saturday
Social Studies	Regents, Scholarship Report, Formative class assessment data, Parent Feedback	Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	Afterschool, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Recommendation, Scholarship Report, Attendance Data, Crisis Intervention, Parent Request etc.	Pull-out, classroom workshops, individualized counseling, crisis counseling, family counseling, referrals, LGBT support	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

2a. Highly Qualified Teachers (HQT)

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

We actively recruit teachers based on needs, program changes, and the attrition of staff. In partnership with multiple teacher pipeline organizations and the DOE, we select candidates based on qualifications and staff who are the best fit for our population and who believe in our mission. Once teachers are hired, they receive ongoing mentoring and coaching support. Professional development is based on teacher needs and school goals. Ongoing professional development both off-site and in house and is aligned to the mission our school. Assignments of teachers are based on student need and teacher license area.

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).

- IB Teacher and Administrator Professional Development
- Network Teacher Workshops on Common Core Unit and Lesson Development
- Network Support Staff and Paraprofessional Professional Development
- NYC Teaching Collaborative Teacher Leadership and Coaching Professional Development
- American Museum of Natural History Coaching Professional Development

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Teachers receive professional development around the use of curriculum, instruction, and assessment
- Our school has a comprehensive assessment plan
- Teachers receive feedback on classroom level assessments
- Teachers and administrators analyze state assessments to understand strengths and instructional gaps that students may have to help target instruction
- Teachers also review student assessments and student work products during team meetings to improve instruction

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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. **[Bronx Early College Academy for Teaching and Learning]**, 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. **[Bronx Early College Academy for Teaching and Learning]** 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

[Bronx Early College Academy for Teaching and Learning], 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: Bronx Early College Academy	DBN: 09X324
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: 69
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

Program #1 is to have an afterschool program for targeted ELLs as a supplement to reinforce instruction delivered during the regular school day.

Rationale: In the afterschool program, we will be focusing on Reading and Writing. Judging from their performance on the NYSESLAT, most of our students are Advanced/Proficient in the areas of Listening and Speaking, but Intermediate/Advanced in Reading and Writing.

The data shows that a significant number our ESL students did poorly on the 8th grade NYS ELA test. In addition internal diagnostics administered in ELA and ESL classes also revealed that our ELL's have difficulty with the comprehension of on grade level texts. In addition a review of Regents Pass Rate data have shown that our ELL's struggle to pass the Regents' Exams at the same rate as their peers. Review of item analysis of the Regents Exams showed that their biggest area of need is in the area of information and understanding.

In essence, if our students are not able to understand what they are reading, it is hard for them to perform well and this is reflected not just on the ELA tests, but in their other academic courses as well. Furthermore, we have also noticed that just as their reading comprehension skills are not developing as quickly as is needed, their writing skills are also lagging behind grade level. Therefore, the goal is to have a special class that will focus primarily in on strengthening their skills in these two areas.

Subgroups and grade levels of student to be served: Primarily this program targets the high school students, due to the urgency of regents preparation. The plan is to work intensely with a small group to strengthen their skills in there areas of weakness.

The program will serve 68 students who have been identified as needy in these specific areas. So the class will consist of a heterogeneous mix of students, 7 at the Beginner level, 17 at the Intermediate level and 44 functioning at the Advanced level of proficiency.

Breakdown:

Middle School Group A - 7 Students, ESL Beginner

Part B: Direct Instruction Supplemental Program Information

Middle School Group B - 13 Students, ESL Intermediate

Middle School Group C - 15 Students, ESL Advance

Middle School Group D - 16 Students, ESL Advance

High School Group A – 4 Students ESL Intermediate

High School Group B – 13 Students ESL Advanced

Schedules and duration: The program will take place on Mondays and Thursdays from 3:30 – 5:00 pm. Starting on November 10, 2014, the program will end on Thursday, June 5, 2015, for a total of 44 sessions.

Language of instruction: The Language of instruction will be English. The program will employ current ESL strategies and scaffolding to make text comprehensible for all students.

and types of certified teachers: The program will be facilitated and instruction delivered by one certified ESL teacher as well as a certified ELA instructor.

Types of materials: To strengthen the students' skills in their areas of focus, the program will use International Baccalaureate Language B: English curriculum to review reading and writing strategies. We will also review past NYS ELA and Regents tests both to build reading stamina and to prepare them for the kinds of questions that they need to work on in order to excel. These materials will also incorporate resources to help improve their essay-writing skills.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ____

Rationale: At BECA, we are committed to providing quality training for all staff members that will have a direct impact on student performance. Most of our students are current ELLs, former ELLs, or students for whom English is a second language, so essentially all members of staff are responsible for the delivery of instruction and support to ELLs.

Teachers to receive training: Since all our staff members instruct and provide essential services to our ELLs, we provide multiple opportunities for the professional development for all our staff. Some of the staff workshops will be incorporated in our Wednesday PD sessions. Title III program plans for our staff include institutional as well peer support. To start with, we offer multiple PDs through our network.

Part C: Professional Development

Weekly grade meetings: Tuesdays: At these meetings, the ESL Department collaborates with teachers and assists them with modifying their lessons to take into account ELLs in their classes. We also have discussions about specific students who might be struggling and collaborate on ways to help them. In some cases, we collaboratively design alternative tasks that accommodate students' needs.

Beyond these meetings, we also have several workshops planned to targets area of teacher need.

1. We plan to have an initial workshop where the focus will be: Who are ELLs and what does that mean in terms of instruction? At this workshop we will address identification and programming information. We will also discuss the BICS and the CALP and why it is that some of their students seem to be fluent in English but do badly on tests. At this workshop we will also be discussing state mandates and how students can test out of the program.

Rationale for workshop: We have decided to deliver this workshop because many of our teachers are brand new to the DOE and are struggling with these questions.

2. Our second workshop will focus on: ESL strategies in the classroom to enhance student engagement and academic performance. At this workshop we will collaboratively draw up a lesson plan for different disciplines. We will discuss ESL strategies and present a demo lesson on what this looks like in practice. Strategies include using visuals, sound, technology, teaching vocabulary, building background knowledge, and other ESL methods of scaffolding.

Rationale for workshop: As a school with many brand new teachers, most of whom are also new to the DOE, a number of our teachers are struggling to design successful lessons that meet the needs of our ELL population. The goal of this workshop is to provide them with practical tips and strategies to succeed.

3: The third workshop will focus on: Preparing for NYS tests and quick tips to show ESL students how to answer questions/ how to locate key information as they read. We will be reviewing the NYSESLAT exam as well as examining the language of the state tests to see what terms throw off students when they attempt to answer questions.

Rationale for workshop: A number of our ELLs are facing the Regents this year and they are ill-prepared to handle the comprehensive exams. Some of them have had several unsuccessful attempts and are beginning to feel frustrated. Targeted teaching and useful ESL strategies will help teachers prepare them better.

Name of Provider: These three workshops will be delivered by the ESL department. The ESL department itself plans to attend UFT, Bronx BETAC and DOE workshops on best practices for ELLs, teaching ELLs to write essays and incorporating the Common core into the curriculum. THE ESL dept will turn-key information to staff at PDs and staff meetings.

At BECA, in the spirit of the UDL, we are always reviewing our practices and providing information in the form of articles and/or reports that make available examples, different kinds of instructional activities and guidelines for helping ELLs succeed. Additionally, all language and ELA teachers will be attending an IB Programs which will enhance their knowledge of language acquisition and literacy strategies

Part C: Professional Development

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:

Parents have multiple opportunities for involvement at BECA. They have opportunities to be involved through volunteer work, for example: Learning Leaders help with office work, bulletin boards, making phone calls for our upcoming events as well as open house (parents of ELLs help make those phone calls that are in Spanish), lunch duty and hallway monitoring. Parents of ELLs have the opportunity to be trained as a Learning Leader volunteer by participating in a 6 hour training. These trainings, as well as all of the workshops offered at the school, are translated in Spanish. Parents also have the opportunity to assist with family events sponsored by our Parent Association. Parents of ELLs help us in translation (for ex: Computers For Youth Kick Off Day). All parents are kept informed weekly of the happenings at BECA through a weekly newsletter sent out by the principal and parent coordinator. Parent Teacher Conference, Curriculum Night, Open House, workshops at BECA, are used as a way to introduce all parents, including parents of ELLs to the typical schedule their children follow on a day to day basis. Parents are provided with translational and interpretation services verbally and in written correspondence. Opportunities for ELL parents to talk with each other, as well as with the ESL teacher, continue their understanding of our program at BECA, and ask any questions they may have are continuously available. An additional resource for parents is access to Pupil Path through the Skedula program. This program is an online grade book for teachers, as well as allow parents to keep track of their child's grades and behavior. Parents are informed of any activities through school messenger and memos that are either mailed or backpack. Our ESL Teacher works closely with all school staff including the parent coordinator to ensure that our ELL students are represented in all school activities.

Part E: Budget

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

Allocation Amount: \$0

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 	_____	_____

Part E: Budget

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

Allocation Amount: \$0

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

**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 09	Borough Bronx	School Number 324
School Name BRONX EARLY COLLEGE FOR TEACHING AND LEA		

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 Ms. Rivera	Assistant Principal Mr. Soler
Coach type here	Coach Ms. McMahon
ESL Teacher Dr. Atiri	Guidance Counselor Ms. Sabatino
Teacher/Subject Area Ms. Briceno (Spanish/ESL)	Parent Ms. Gabriel
Teacher/Subject Area Mr. Cadet (ELA)	Parent Coordinator Ms. Felix
Related Service Provider Ms. Capitumino (SETTS/Science)	Other Mr. White (ELA)
Network Leader(Only if working with the LAP team) type here	Other Ms. Malone(ELA)

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	0
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)	509	Total number of ELLs	48	ELLs as share of total student population (%)	9.43%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							1	1	1	1	1	1	1	7
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	17
SIFE	4	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	19

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	1	0	19	3	5	19	0	10	48

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	10	1	0	19	3	5	19	0	10	48
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						14	7	10	6	3	2	4	0	46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean								1						1
Punjabi														0
Polish														0
Albanian						1								1
Other														0
TOTAL	0	0	0	0	0	15	7	11	6	3	2	4	0	48

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	0	0	0	0		1	1	2	0	0		0	4
Intermediate(I)	0	0	0	0	0		2	1	4	4	1	0	0	12
Advanced (A)	0	0	0	0	0		11	6	5	2	2	3	3	32
Total	0	0	0	0	0	0	14	8	11	6	3	3	3	48

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	0	0	0	0
4	0	0	0	0	0
5	13	1	1	0	15
6	7	0	0	0	7
7	11	0	0	0	11
8	3	0	0	0	3
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	15	0	0	0	0	0	0	0	15
6	6	0	2	0	0	0	0	0	8
7	10	0	0	0	0	0	0	0	10
8	4	0	1	0	2	0	0	0	7
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	3	0	4	0	0	0	0	0	7

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	4	0
Integrated Algebra	6	0	4	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	5	0	1	0
Physics	0	0	0	0
Global History and	6	0	0	0
Geography	0	0	0	0
US History and	1	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
Middle School ELA teachers administer the Scholastic Reading Inventory (SRI) assessment in September to all students. This test determines a student's literacy in several areas. In a computer-adaptive test, students are dynamically presented with questions. When a student answers a question correctly, the next question will be harder; if the student answers a question incorrectly, the next

question will be easier. The item selection process continues until a strong level of certainty of the test taker's ability has been established, the test ends and a lexile scale score is provided.

High School ELA teachers administer the Gates-MacGinitie Reading Tests. The exams are specifically designed for older students and are designed to measure both vocabulary and comprehension. The vocabulary tests reading vocabulary. Each test word is presented in a brief context intended to suggest part of speech but not to provide clues to meaning. Students are expected to select the word or phrase that means most nearly the same as the test word. The comprehension tests measure students' abilities to read and understand different types of prose. All of the passages are taken from published books and periodicals. The content is selected to reflect the type of materials that students are required to read for their schoolwork and choose to read for recreation. Some questions require students to construct an understanding based on a literal understanding of the passage; others require students to make inferences or draw conclusions. The comprehension tests also measure the ability to determine the meaning of words in an authentic text context.

Both tests are administered three times during the school year: (1) at the beginning of the school year or upon intake, (2) midyear, in January, and (3) at the end of the school year, in June. Teachers review an item analysis of the test scores and determine the skills students need to work on in order to move on to a higher reading grade level.

This year, an item analysis of the baseline results revealed that 90% of ELLs who were tested are reading below grade level. In the reading comprehension part of the test, only an average of 50% of students tested were able to answer more than 50% of the multiple choice and short answer questions correctly. In addition amongst high school students there was a marked disparity between the students vocabulary scores and their comprehension scores.

Further study of the item analysis also revealed that students need improvement in the areas of use of context clues, inferencing, interpreting and analyzing figurative language, and comparing and contrasting.

This information informs curriculum changes across grade levels for both English and English as a Second Language. The skills mentioned above are a main focus for each unit. The baseline assessment results also help the teachers decide which strategies are best suited to improve literacy. Consequently, the school's professional development plan is also influenced by the findings from the administration of this assessment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - a. The data patterns across proficiency levels are as follows:

There is a general trend in the number of beginner students increasing as they are promoted to a higher grade level of the middle school. However in the highschool this pattern disappears

6th Grade students: 75% score as Advanced 19% as Intermediate and 6% Beginner

7th Grade students: 75% score as Advanced 12.5% as Intermediate and 12.5% Beginner

8th Grade students: 45% score as Advanced 36% as Intermediate and 18% Beginner

Analysis of the modality scores indicated the following:

93% of Middle School Students showed their greatest area of weakness to be in the area of writing.

72% of Middle School Students showed that the next area of weakness was in the area of listening.

In the High School:

9th Grade students are divided evenly between Intermediate students and Advanced with students

10th, 11th and 12th Graders all score as Advanced with the majority of the students demonstrating that they are stronger in Listening/Speaking rather than Reading/Writing.

Analysis of modality scores indicated a similar trend to that of the Middle School:

94% of High School students showed that their greatest area of weakness to be in the area of writing

66% of High School students showed that their next area of weakness was in the area of listening.

In the Regents exams, students have a higher passing rate in the areas of ELA and Algebra with a marked weakness in the area of the Humanities.

b. The ELL Periodic Assessment provides data that guides English and ESL teachers in preparing students for the NYSESLAT. Since the assessment is most patterned after the NYSESLAT, focusing on language acquisition skills, teachers are able to focus on developing specific skills needed by the students. The item analysis part of the Periodic Assessment results allow teachers to identify these needed skills.

c. The Periodic Assessment results confirm the need for the staff to integrate and prepare lessons with both language and content objectives as well as focus instruction and classroom discussions on the acquisition of formal academic vocabulary.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The Bronx Early College Academies most recent School Accountability Report for our middle school indicated that we have not successfully achieved AMO in certain key demographics. Though we were within 4 points of achieving AYP for our African American students we fell short with those students of Latino descent.

These results coupled with the information from our NYSESLAT and periodic assessments (that our students show weakness in writing and listening) led us to invest in a new curriculum for the middle school: Expeditionary Learning.

This new curriculum was chosen because it: 1) integrates structures for assessment and data-informed practice that our teachers and students can understand and embrace 2) utilizes carefully articulated data analysis to guide priorities for improvement and 3) is carefully mapped to the new CCLS including the speaking and listening standards.

In addition our lead instructional coach has made it a focus of professional development to strengthen our staff's instructional skills so as to better address these areas of weakness as well as continuing to work on strengthening the entire staff's ability to support ELLs with multiple entry points in every lesson and unit.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a.
Middle School students on the whole follow a similar pattern with Beginners seeming to make progress into the Intermediate range but the Intermediate students not making progress into the Advanced range.

High School students all follow the same pattern, which is majority of the students scoring stronger in Listening/Speaking than in Reading/Writing. In the Regents exams, students have a higher passing rate in tests that require less nuanced understanding of inferences and overall authors choice.

Though students have all been offered versions of their Regents in their native language during every administration, to date students did not opt for them. Therefore there is no comparative data on the success rate of ELL students taking tests in English versus their native language.

b. The ELL Periodic Assessment provides data that guides English and ESL teachers in preparing students for the NYSESLAT. Since the assessment is most patterned after the NYSESLAT, focusing on language acquisition skills, teachers are able to focus on developing specific skills needed by the students. The item analysis part of the Periodic Assessment results allow teachers to identify these needed skills.

c. The Periodic Assessment results confirm the need for the staff to integrate and prepare lessons with both language and content objectives. Although the school follows the Transitional Bilingual Education Program model, teachers who are instructing in Spanish can still develop students' language acquisition skills by using the same strategies ESL teachers use, but in the students' native language. Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

(see [RI Guide for Teachers of ELLs](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

The school follows a uniform lesson plan format, which includes a Guiding Question, the CCLS for the lesson, the TASK and a Criteria for Assessment. These ensure that planning for instruction is a process that includes tasks that develop literacy skills of students in all subjects. Also, the consistent use of formative assessments and exit slips allow for strategic instructional decisions while a lesson is being conducted.

The results of each administration of the Gates-Macginitie and SRI are distributed to all content teachers in grade team so that all members of the instructional staff are aware of students language development. Then the data is unpacked during dedicated sessions so that modifications to the standard curriculum can be made at the grade level in consultation with the two ESL teachers.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

NA

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

Ultimately, the same measures the city and state use to determine the success of the school determines the success of the ELL program. The results (passing rate and progress) of state assessments (NYSESLAT, Regents Exams, progress in Performance Based Assessments) determine the success of the school's program for the ELLs. The school also looks at credit accumulation and whether a student is on track to graduate with their cohort.

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](#).)

Our middle school ESL teacher (Dr. Atiri with certification in ESL k-12) is responsible for the identification (using the ATS report RLER), screening and servicing of ELLs in our school. She is responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary) and the formal initial assessment. Dr. Atiri is fluent in English and Ms. Briceno is bilingual English/Spanish

The steps that we follow for the initial identification of those students who may possibly be ELLs are:

- Parents/guardians are required to fill out a Home Language Identification Survey form when registering their child for school. In a household where a language other than English is spoken, parents are given an oral interview to clarify language dominance. This interview is conducted in English or in the home language, where possible. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the LAB-R is administered.
- Students who do not pass the LAB-R are designated ELLs and by law must receive some type of language support either in the

form of ESL, or bilingual education.

- Identified ELLs continue to receive language support services until they are proficient. (Students are entitled to language support for up to 6 years or until they test out of the program by passing the NYSESLAT). Proficiency is determined by student performance on the NYSESLAT, which is administered to ELLs every spring.

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.

The structures that are in place at our school to ensure that parents of first time entitled students understand all the program choices are:

-

Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. Our middle school ESL teacher (Dr. Atiri with certification in ESL k-12) is responsible for sending parents letters within the first two weeks of school the invitation to attend a parent orientation. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should RSVP to the orientation.

- At the orientation, parents are shown a video about the three program choices (see above). They are also informed about which programs are in place at our school. We discuss options on what steps to take if their program of preference is not available at our school; including having the child transferred to a school within the district that offers their selection.

- During the orientation, we have a question and answer session to clarify questions that parents may have. We assist parents in filling out the Program Selection form, in their home language, also providing an interpreter, if possible.

- If parents do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their program choices. We also offer to assist them with making a program selection. When we contact them, they are also informed that failure to make a selection before the due date may result in their child being automatically placed in a Transitional Bilingual Program, if there are sufficient numbers of students to do so. Otherwise, their child will be placed in a Freestanding English as a Second Language Program.

- However, we accommodate the parents by organizing one-on-one orientation sessions with parents who missed the orientation. Language services are also provided at these sessions.

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

Our school ensures that Entitlement Letters are distributed and Parent Survey and Program Selection forms are returned by:

- Sending parents the Entitlement Letters and the Program Selection forms by mail and also by hand through their child.
- A checklist, of all parents in attendance, is maintained to ensure follow-up with those who were not able to attend.
- For parents who do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their choices and to assist them in the process of making a selection. They are also informed that failure to make a selection before the due date may result in their child being automatically placed in a Transitional Bilingual Education Program, if there are sufficient numbers of students to do so. Otherwise, their child will be placed in a Freestanding English as a Second Language Program.
- If necessary, depending on numbers of new enrollees, we will schedule more Parent Orientation/information sessions in the fall and in the spring

The entire process is overseen by Dr. Atiri and is assisted by Ms. Felix (our Parent Coordinator) all records are stored in the main

office files.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:
 - A certified ESL Teacher conducts an informal interview with parents. The ESL teacher helps them to complete the Home Language Survey form in the parents' native language, if possible.
 - Sending parents the Entitlement Letters and the Program Selection forms by mail and also by hand through their child.
 - A checklist, of all parents in attendance, is maintained to ensure follow-up with those who were not able to attend.
 - For parents who do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their choices and to assist them in the process of making a selection. They are also informed that failure to make a selection before the due date may result in their child being automatically placed in a Transitional Bilingual Education Program, if there are sufficient numbers of students to do so. Otherwise, their child will be placed in a Freestanding English as a Second Language Program. **However, every effort is made to ensure that parents receive their first choice.
 - In cases where their selection may not be available, we also inform them of their options to have their child transferred to a school within the district that offers their selection.
 - Collected information is inputted into ATS (using the ELPC screen) 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.
The Reading, Writing and Listening parts of the NYSESLAT are administered to eligible students during their normally scheduled ESL class time. The speaking part is administered by the ELL Coordinator (Dr. Atiri) and the other ESL Teacher (Ms. Briceno) by pulling out students from their ESL periods. All involved in the administration of the Speaking part undergo training and norming before they test students.
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. 
The ELL Coordinator (Dr. Atiri) regularly meets with Administration to give updates on trends in Parent Choices. In addition the ELL Coordinator (Dr. Atiri) meets with the school programmer and Administration once a trimester to discuss current levels and what impact those levels would have on the programming process for the next term
.
As per the program selection letters and the parent surveys, our program models align with parent choices. Most of our parents opt for the ESL program model and are informed of other options during the orientation and subsequent parent meetings.

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. Organizational Models –

The school is organized according to Departments and by Grade Team. The ELA and ESL teachers belong to the Lang A Department. Content area subjects are considered separate. However, teachers from different departments who teach the same grade level integrate with content area teachers in different departments to support content area instruction during weekly Grade Team Meetings. ESL teachers work with the content area teachers to reinforce topics in the ESL classroom. This is done during weekly common planning time. Furthermore, the teaching staff goes through weekly professional development which allows the opportunity to create assessments, analyze data, find trends in assessment results, and discuss strategies effective for the needs of our students.

Grade Teams are divided into the following manner:

- 6th grade (as a stand alone),
- 7th/8th
- 9th/10th
- 11th /12th

b. Program Models

Our ESL program at BECA is divided into middle school and high school, serviced by two certified ESL teachers.

Middle school: The program utilizes the homogenous, ungraded program model for our ESL Beginners; and the ungraded, heterogeneous model for the special education students from the self-contained classes (grade 6th-8th); as well as for the general education students (6th-8th) intermediate and advanced ELLs.

High School: We utilize the heterogeneous, ungraded program model for our high school (Intermediate and advanced) ELLs.

Students at Bronx Early College Academy travel together from class to class. These blocks are determined by the following factors: (1) credit accumulation, (2) number of Regents Exams passed, (3) NYSESLAT proficiency level (4) other related services that students may require.

The school uses a trimester model to give students the maximum opportunity to obtain credits.

Instructional time in school also runs from 7:19 AM to 3:35 PM, starting from Zero Period to Period 7.

Students are programmed for 8 periods (including intervention and enrichment classes) which include: Math (Algebra thru Calculus), Science (Living Environment, Biology, Earth Science, Chemistry and advanced Science Electives), Design Technology, Performing Arts (Acting and Film) Language B and Humanities. The school also follows a Trimester Model to allow for multiple opportunities for students to accumulate credit and make up for subjects failed.

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)?

In accordance with CR Part 154, we are attempting to provide close to the mandated number of instructional minutes for the different grades and proficiency levels.

At BECA, we currently have 49 ELLs divided into middle school and high school classes; they are serviced by two certified ESL teachers utilizing a pull-out/push-in, program model. Classes consist of students from different grades and of mixed proficiency levels. We have a lot of our ELLs spread out between several different grade level classes; as a result, it has so far been an enormous challenge trying to meet the mandated number of instructional minutes as per the CR part 154.

Currently, for the middle school, (34 students) we have been able to provide:

2 units of ESL (360/wk.) for Beginners
2 units of ESL (360/wk.) for Intermediates
1 unit of ESL (180/wk) for Advanced

Currently, for the High School (15 students) we have been able to provide:

300 minutes/week of ELA instruction

300 minutes/wk for Intermediates
180 minutes/wk for Advanced

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.

Instruction in all models is delivered in English but using several intensive literacy strategies to bridge gaps in education. Study skills such as how to take notes effectively, how to skim or scan a reading, and how to use the dictionary are all taught and become routine exercises across curriculums. This skills are relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers and thus align with the CCLS.

In order to have better comprehension of content area texts, teachers use different versions (teacher-modified versions or versions of text at different reading levels) of the same reading, whenever possible and available, to differentiate input. Teachers also use pre-reading activities such as activating prior knowledge with the use of KWL Charts and brainstorm maps. During reading, teachers demonstrate to the ELL students how to learn the meaning of vocabulary through context. Sheltered instruction strategies are implemented where students follow the collaborative learning model to do jigsaws, turn-and-talk dialogues, and group reporting.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All content area teachers are required to give baseline assessments available in both English and Spanish (with the exception of assessments in English or ESL classes). Formative assessments are also consistently given daily in all subjects, mostly in the form of exit slips.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formal Assessments of English Acquisition:

Middle School ELA teachers administer the Scholastic Reading Inventory (SRI) assessment in September to all students. This test determines a student's literacy in several areas. In a computer-adaptive test, students are dynamically presented with questions. When a student answers a question correctly, the next question will be harder; if the student answers a question incorrectly, the next question will be easier. The item selection process continues until a strong level of certainty of the test taker's ability has been established, the test ends and a lexile scale score is provided.

High School ELA teachers administer the Gates-MacGinitie Reading Tests. The exams are specifically designed for older students and are designed to measure both vocabulary and comprehension. The vocabulary tests reading vocabulary. Each test word is presented in a brief context intended to suggest part of speech but not to provide clues to meaning. Students are expected to select the word or phrase that means most nearly the same as the test word. The comprehension tests measure students' abilities to read and understand different types of prose. All of the passages are taken from published books and periodicals. The content is selected to reflect the type of materials that students are required to read for their schoolwork and choose to read for recreation. Some questions require students to construct an understanding based on a literal understanding of the passage; others require students to make inferences or draw conclusions. The comprehension tests also measure the ability to determine the meaning of words in an authentic text context.

Both tests are administered three times during the school year: (1) at the beginning of the school year or upon intake, (2) midyear, in January, and (3) at the end of the school year, in June. Teachers review an item analysis of the test scores and determine the skills students need to work on in order to move on to a higher reading grade level.

In addition to these standardized exams students are administered a series of periodic assessments by Pearson 3 times a year which provide teachers with an additional set of data to include in analysis of student progress.

Content area teachers evaluate students in English in internal teacher-made assessments administered at least once every marking period. These assessments are written, with some reading comprehension required. However, in the English and ESL classes, the assessments include a listening portion, in alignment with the English Regents Exams. Speaking proficiency is evaluated during class time, through class discussions, group presentations, and debates. All four modalities (Reading, Writing, Listening and Speaking) are assessed by content teachers using common school wide criteria that are subject specific.

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

Students with Interrupted Formal Education (SIFE Students) are programmed in the same manner as other ELL students. Using common planning time, teachers review the curriculum across departments to ensure that both linguistic and academic goals are supported in different content areas, and are part of each lesson. Following the content based language learning model, ESL teachers collaborate with content area teachers to reinforce topics in the language classroom. Assessment alignment to state exams, as well as data review, are also discussed during common planning time.

SIFE students are also programmed to take Saturday Academy classes to increase language exposure and recover any content they may be missing. They are also programmed into BECA Afterschool Program.

b. ELLs in US schools less than three years (newcomers)

Students who are completely new to the country initially receive instruction with a focus on the following skills: (1) phonemic awareness, (2) decoding text, and (3) lexile sophistication. The curriculum is developed with tasks that focus on Basic Interpersonal Communication Skills (BICS) initially, and then transition into developing Cognitive Academic Language Proficiency with the use of the following scaffolding techniques:

- Vocabulary development in activities like What Did You See? and Inquiry and Elimination which not only allows students to

practice using new words but also gives them a structured venue to master question and answer dialogues.

- Print-Rich environments in all classrooms (word walls, visuals and concept maps), regardless of the content area, to make key vocabulary and concepts accessible.
- Invitation, Response, Feedback (IRF) where the teacher first models the expected linguistic output, and then asks leading questions to encourage a response. After the student responds, the teacher gives immediate feedback in the form of repetition with correction to demonstrate the desired response.
- Exploratory talk in the classroom where students engage in think-alouds, think-pair-shares, and information gap activities in order to discover and negotiate meaning in a text.
- Read-Alouds and Shared Reading Models where teachers first model fluency and then provide opportunities for ELLs to interact with the text.

In addition to these strategies and to improve writing, Beginners in our school have access to Questia Schools (an online library and research tool for students which contains a collection of thousands of digital titles and productivity tools which support cross-curricular studies)

To improve skills in reading comprehension, students make use of Achieve 3000 and are assigned informational text in their lexile levels. Following the reading activities are comprehension questions that are patterned after the questions of the English Regents or the Middle School Grade Level State Exams .

c. ELLs receiving service 4 to 6 years

As evidenced by data over the years, students in Bronx Early College Academy fail to test out primarily because of their reading and writing skills, not listening and speaking. For this reason, the focus of the school for ELLs with 4-6 years of service is reading comprehension and writing skills.

To address needs in writing, teachers begin with graphic organizers to brainstorm and build prior knowledge on topics to be discussed in the writing output. Key vocabulary is introduced and reiterated throughout unit lessons. The teacher models how to write the text, then proceeds with joint construction with the class or with a small group. Students then engage in independent writing, peer editing, revision, and publishing to complete the writing process. In every step, teachers have checkpoints/checklists to ensure that expected outcomes are clear. Rubrics are also used to guide student writing.

To address needs in reading comprehension, teachers use guided reading where text is introduced, read, discussed and extended into independent activities allowing students to summarize, respond to and reconstruct the text. In order to facilitate meaningful discussions about the text, teachers explicitly teach how to create inferences and predictions based on evidence from the reading. . In addition to these strategies and to improve writing, These students also have access to Questia Schools (an online library and research tool for students which contains a collection of thousands of digital titles and productivity tools which support cross-curricular studies)

To improve skills in reading comprehension, students make use of Achieve 3000 and are assigned informational text in their lexile levels. Following the reading activities are comprehension questions that are patterned after the questions of the English Regents or the Middle School Grade Level State Exams .

d. Long-Term ELLs (completed 6 years).

Bronx Early College Academy has a very small population of Long-term ELLs. These students are grouped with other students in the same grade and proficiency level, and thus are exposed to the same strategies mentioned above for ELLs that have less number of years of service. These students receive differentiated instruction not only in varied versions of the input (a teacher-modified text with translations in the margins, or material represented in graphic organizers, story maps and timelines, for example) but also in expected output (alternative assignments tailored after their mixed abilities, step-by-step instructions for any task, and scaffolded assignments with hints in the margins or checkpoints after every step).

Literacy and study skills are reinforced in the classroom, for example, predicting, sharing existing knowledge, using KWL charts, modeled reading, skimming/scanning through text and rereading for details.

Students in this group also have access to Questia and Achieve 3000.

Former ELLs are provided with continued support in the classroom using the strategies mentioned above (Literacy and study skills are reinforced in the classroom, for example, predicting, sharing existing knowledge, using KWL charts, modeled reading, skimming/scanning through text and rereading for details.) but are also monitored by teachers at the Grade Team level and when warranted offered additional support during our afterschool tutoring program.

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?

Instructional Strategies for ELL-SWDs - Students with Disabilities are included in all of our mainstream classrooms and are therefore exposed to the same academic interventions and strategies listed above. Mainstream classroom teachers actively differentiate their lessons to scaffold for these students. Teacher from both the ELL teaching staff and Special Ed staff are present and actively participate in all Grade Team meetings so that content teachers are provided with continuous support in their efforts to differentiate curriculum in an educational appropriate way.

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?

Flexibility for ELL-SWDs - ELLs with disabilities may be pulled out by the Special Education teacher to receive services anytime during the school day, provided that the pullout session will support the content area materials being discussed in the class the student with disability is missing. The Special Education teacher modifies the lesson to bring it to the student's level. Students who are ELL-SWDs are programmed with regular students, only with the additional support in the form of teachers who push in or team-teach with the content area teacher. All strategies that apply to ELLs in our school are also utilized for students with disabilities.

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

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

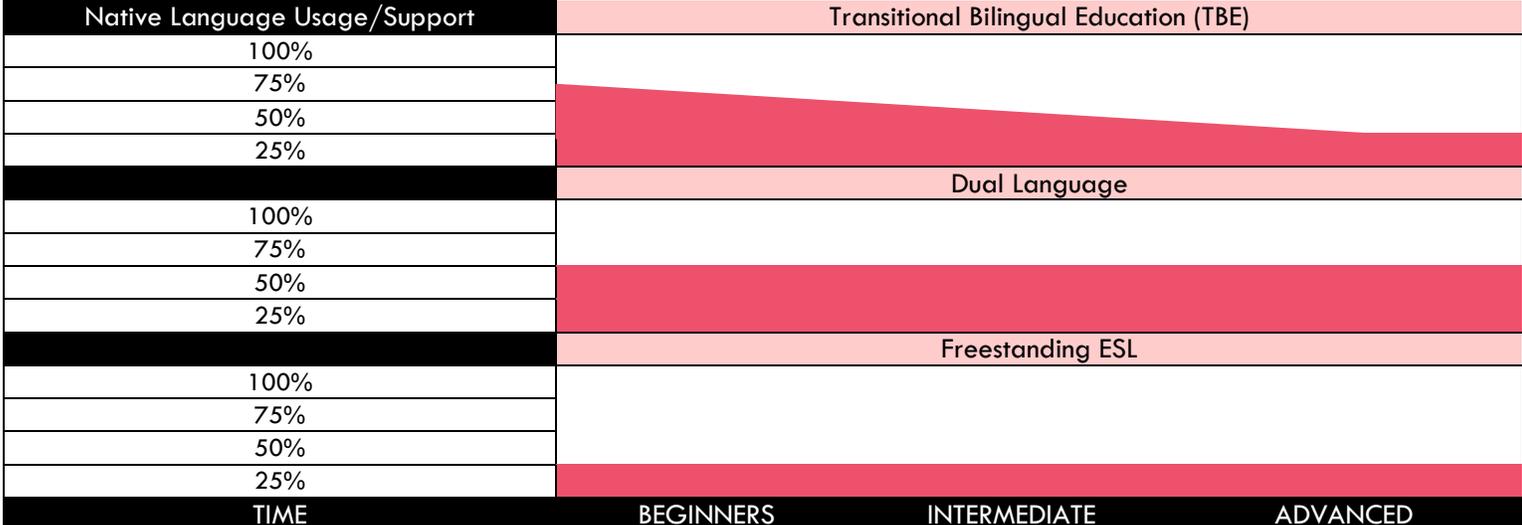
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.
- Struggling students in content area subjects are programmed into the Afterschool Homework Help Program and the Saturday Academy programs. In these programs, teachers instruct in English and provide additional materials to reinforce content covered in regular school hours.
- In addition, the school's guidance department monitors the progress and success of intervention strategies for students who are either off-track from graduation, failing multiple classes in a term, or have been identified as having literacy issues.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Though statistically Middle School students have been flat lining in the recent past in terms of academic growth, overall the students in the middle school are given being afforded more curricular support than in the past. In addition, ELLs are receiving more academic interventions than the school has historically provided and in the High School students are showing more progress as revealed by the number of kids on track to graduation at the beginning of senior year.
11. What new programs or improvements will be considered for the upcoming school year?
- Student Council - This is the second year we will be having a student council that involves having class representatives and key members of the student body who act as student leaders. These students facilitate weekly meetings to discuss the needs and concerns of the students in their grade level. They also meet with their advisor and the Principal of the school on a regular basis to communicate the needs and concerns of the students in their grade level, as well as to have an ongoing dialogue with the teaching staff and administration of the school. Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All Students are programmed into classes based on needs and interest. If a student has a request, their programs are changed based on availability and with the priority of helping the student work towards being on track to graduation.
- In addition, teachers may propose afterschool programs to the administration, and pending approval, advertise these programs school-wide. The teachers first reach out to the students in their classes to see if there is an interest in participating in such programs. Then, the program is recommended by either other subject teachers or the guidance counselor, depending on the student's performance in classes. Finally, flyers are distributed and posters are put up to ensure that everyone in school is aware of the programs they can avail of.
- Academic Services offered: Homework Help, Saturday School, CBI (College Bound Initiative)
- Afterschool Programs include: Boys Basketball (both High School and Middle School), Girls Basketball (High School), Boys Baseball (High School), Flag Football (Middle School), Coed Soccer (High School), Step Team (High School and Middle School), Year Book (High School), CAT (Middle School), Glee Club (High School), Student Council (Whole School), Engineering Club (Whole School), and Math Club (High School).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- SmartBoard
 - Internet Access
 - Spanish-English Dictionaries
 - School Net
 - Achieve 3000
 - Questia
 - Laptop Carts
 - Audio-Visual Material to support textbook content (CDs, DVDs, etc.)

- i. Expediary Learning by American Reading Company
 - j. Multi-language texts
 - k. Leveled text with high interest topics
- Paste response to question here:

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

NA

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

The programs and services offered to ELLs are planned in accordance with the needs of high school students who are preparing to go to college. Our resources and materials are college-preparatory level materials. Furthermore, in offering Saturday Academy and Homework Help programs that are high interest (such as drama, sports and music), students are given opportunities to develop literacy in a creative manner.

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.

Students who are new enrolles come in during the summer to receive orientation into the new school. This orientation is conducted by the 9th Grade Teaching Staff , members of the Student Council, in partnership with the administrators of the school. Paste response to question here:

18. What language electives are offered to ELLs?

In 9th and 10th Grade Students are programmed to take one class in Lang B every semester. If a student tests out, they are offered the opportunity to take Spanish as an advanced foreign language class, possibly to participate in the IB Diploma Programme .

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. The four principles that inform our professional development this year are as follows: (1) Questioning is intentional, (2) Student access to assignments matter, expectations connected to student achievement and (4) Staff collaboration is key to student success. These principles are based on the following premises:

- When teaching is not intentional, there are no discussions, no rubric. Routines are not in order and students lack support systems. Teachers can be better supported by professional development on how learning intentions can be more deliberate and target students' needs.
- Assignments should be rigorous, collected, challenging, and connected to evaluations mandated by the state.
- These strategies need to be taught intentionally and shared with students transparent.
- Expectations from students need to be raised so that students will meet it.

2. The school provides Staff Development during Common Planning Time. Furthermore, the school uses Chancellor's conference days and faculty conference days, as well as hours during Regents Exam Week, to provide workshops for the teachers. Topics discussed in these sessions include:

- Looking at Student Work and assessment results.
- Working with a At Risk Student Population (SIFE)
- Working with the Danielson Framework.
- Supporting ELLs and Students with Disabilities in meeting the Common Core Learning Standards.
- Using the Universal Design for Learning to support ELLs and SWDs in the content area classroom.
- Using the Universal Design for Learning to support ELLs and SWDs in the language classroom.
- How to support ELLs and SWDs in meeting Citiwide Instructional Expectations.
- Using classroom protocols to scaffold lessons for ELLs.
- Using Item Analysis to Inform Instruction for ELLs.

These topics are discussed within our school's cycle of inquiry, in which staff looks at student work to identify opportunities for learning, learns a strategy to address students' weaknesses, tries the strategy in the classroom, then assesses and evaluates the effectiveness of the strategy to address student needs.

These topics assist our teachers in delivering Common Core-align instruction but empowering teachers and equipping them with the tools necessary to fully engage our students in content at the highest levels as well as equipping them with the tools needed to overcome linguistic obstacles the keep students from accessing this high level content.

The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P.

3.

The Guidance Counselor also provides in-class sessions to help 8th and 9th graders understand both the highschool application process and the high school graduation requirements and how to read their transcript. Moreover, the staff have access to the Guidance Counselor and Social Worker in order to provide peer intervention and conflict resolution conferences to students who may be experiencing problems in and out of the classroom.

4. The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P. These sessions are planned and recorded by the Head Coach (Ms. McMahan) who maintains not only a record of activities but also feedback from teachers at each session that is used to inform and improve future PD.

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- The parents of Bronx Early College Academy students are involved in various ways:

1. Coming to the parent-teacher conferences during which this compact will be discussed as it relates to the individual students' achievement. This year, those meetings were/will be held on the following dates: October 24th and 25th, and March 27th and 28th.
2. Parents come for one-on-one meetings (scheduled or walk-in) with the Parent Coordinator, Guidance Counselor, Dean, and administrators to discuss the following issues:
 - i. Credit Accumulation
 - ii. Failure in Class
 - iii. Long-Term Absences
 - iv. Having more than 5 absences in a short span of time.
 - v. Behavior Issues
 - vi. Road to Graduation
 - vii. College Readiness
3. Helping our staff to organize events for students.
4. Parent Association Meetings
5. Contributing on School Leadership Teams, Parent Association and Title I Parent Advisory Council.
6. Awards Night - Parents of high-achieving students are invited to the Semi-Annual Awards Night of the school.
7. Our school has partnered with College Bound Initiative (CBI). CBI empowers young women and men to realize their higher education and life potential by placing full-time college guidance experts in high-need public schools. CBI counselors maximize students' college awareness, access, and financial aid awards for both students and parents of ELLS.
8. The Parent Coordinator, School Dean, Guidance Counselor, and administrators develop a close relationship with students and their families. The Parent Coordinator is the primary person who is available to consult with parents regarding the progress of their children and the family's needs.

Translation for Spanish Speaking families is available in house from 5 members of staff and translation services in languages other than Spanish can and are brought in as needed from District Resources.

9. Bronx Early College Academy will further encourage school-level parental involvement to address parents' needs by:
 - i. hosting educational family events/activities during Open School Week and throughout the school year;
 - ii. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
 - iii. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - iv. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
 - v. 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

2- Bronx Early College Academy has partnered with College Bound Initiative (CBI). CBI empowers young women and men to realize their higher education and life potential by placing full-time college guidance experts in high-need public schools. CBI counselors maximize students' college awareness, access, and financial aid awards for both students and parents of ELLS..

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Rivera	Principal		1/1/01
Mr. Soler	Assistant Principal		1/1/01
Ms. Felix	Parent Coordinator		1/1/01
Dr. Atiri/Ms. Briceno	ESL Teacher		1/1/01
Ms. Gabriel	Parent		1/1/01
Mr. Cadet(ELA Middle School)	Teacher/Subject Area		1/1/01
Mr. White (ELA High School)	Teacher/Subject Area		1/1/01
Ms. McMahon	Coach		1/1/01
	Coach		1/1/01
Ms. Sabatino	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. Capitumino	Other <u>SETTS</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X324 School Name: Bronx Early College Academy

Cluster: 04 Network: 402

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.

The parents of ELLs fill out the Home Language Survey . The home language data is recorded in ATS, on the emergency contact cards, and in ARIS. The ESL teacher is aware of the home language and shares this information with the content area teachers , administration, and support staff. The home languages of the ELLs at BECA are Spanish, Albanian and Korean and are noted when the student is registered at BECA. There are faculty members who speak Spanish (including one of the ESL teachers) who can provide translation and interpretation. For Albanian and Korean , BECA would need to contact the NYC DOE's translation office or use an outside vendor. If parents indicate their desire to receive school notices in their home language, translated versions of notices are made available. Bilingual report cards are available. Interpretation can be made available at parent teacher conferences or at PTA meetings. Signage at the school informs parents that language services are available. In addition the bronxearlycollegeacademy.org website offers the ability to translate the site offerings into all the ELL languages required.

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.

On ARIS, student contact information of the ELLs indicates that for the majority of the ELLs there is a family member or other contact who is sufficiently fluent in English to provide interpretation and translation. Faculty members at BECA can provide language services in Spanish.

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-house school staff is available to provide timely translation services into Spanish

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.

At BECA, there are school staff members that can provide oral interpretation in Spanish. To cover all the language backgrounds of our ELLS, interpretation into Albanian or Korean would need to be accomplished through an outside contractor.

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

Upon entry to our school, the HLIS is distributed. The language choice for communicating with parents is noted and content area teachers, the ESL teacher, and guidance counselors are informed. This information is recorded in ATS and ARIS and on the blue emergency contact card. The school provides lunch forms and any written correspondence in the parents' language of choice: English or Spanish. Special parent meetings are conducted by the ESL teacher who can provide interpretation in Spanish. The ESL teacher also provides interpretation during parent-teacher conferences. Other languages can be provided by in-house bilingual staff or by calling the DOE's contracted vendor.