

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BRONX DESIGN AND CONSTRUCTION ACADEMY
DBN (i.e. 01M001): 07x522
Principal: ABIGAIL LOVETT, I.A.
Principal Email: ALOVETT2@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: VIVIAN ORLEN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Abigail Lovett, I.A.	*Principal or Designee	
Luis Castillo	*UFT Chapter Leader or Designee	
Hector Marsach	*PA/PTA President or Designated Co-President	
Juliany Gonzalez	DC 37 Representative, if applicable	
John Ortiz Blanca Estevez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Monique Kemp	Member/ Teacher/SLT Chair	
Gladys Abrahante	Member/ Parent	
Nancy Navarro-Griffin	Member/ Parent	
Angelica Rodriguez	Member/ Parent	
Damaris Frias	Member/ School Business Manager	
Samuel Waller	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, 100% of teachers will participate in weekly teacher team meetings using protocols for looking at student work/behavior to increase student achievement as measured by task outcomes, credit accumulation and behavior log entries.

Comprehensive Needs Assessment

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

- Based on our Quality review feedback over the past two years, and teacher rating in Domain 3b, we found as a school the need for inquiry work.

Instructional Strategies/Activities

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

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

1. Per session for the development of 17 teacher leadership positions to support professional development
2. Professional Services of Instructional Consultant
3. AP will work with content leaders to develop student work protocol and to practice Data Driven Instructional practices
4. Dean of Students will support the roll out of DDI and model the use of protocols in classrooms
5. PD contractual time will be dedicated to teacher teams

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

1. Admin and lead teachers
2. Admin, Consultant and all teachers
3. Assistant Principal and Content Leaders
4. Dean and teachers
5. All staff, half day Wednesdays.

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

1. For all, 1-5 our target will be mid and end of year evaluation of 3b, in addition to the PPO ratings in 2.2, teacher use of assessment and checks for understanding. These will happen beginning of February and June, 2015.

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

1. See above mentioned dates

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

1. Time throughout the school day for teachers to meet with AP of Instruction

Strategies to Increase Parental Involvement

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

Parent guide on e-book
 Share class syllabi
 All correspondences with parents are translated
 Access to the school library
 Principal led Common Core and Danielson workshops and learning walks for parents.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, 85% of upper classmen will hit the career readiness outcomes set by Content and House Leaders. This will be rolled out by House Leaders and CTE teachers. Outcomes will be measured by the end of year portfolio check-ins, interview panels and student presentations in class.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 As we developed our career and college readiness standards throughout the past 3 years, we saw a need based on our internship acceptance rates and job placement to incorporate yearly panels and portfolios.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Career readiness outcomes, Professional Learning standards developed through Career and College Readiness (CCR) Office and House leaders
 2. Professional Development for House Leaders, CTE teachers and CCR office
 3. CTE mid and end of year panels for all students, portfolio check-ins
 4. Internship standards based on CDOS and NYC Post-Secondary readiness expectations and behaviors.
 5. Facilitation of after school parent meetings to increase parent involvement and communicate student progress
- 2. Key personnel and other resources used to implement each strategy/activity**
 - Admin, Director of Career Services, Director of College Service, Coordinator of Career and College Readiness, House Leaders.
 1. Admin, Central CTE office, CDOS and NYC PSR expectations
 2. Advisory board members, industry partners, CTE and liberal arts teachers, administration
 3. Director of Career Services and industry partners
 4. Admin, teachers and students, funding
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. In order to evaluate the career readiness outcomes and whether or not students are hitting each we will evaluate the following:
 - a. Career readiness outcomes will be evaluated through the state CTE certification process and BDCA CTE and CCR office
 - b. Mid and end of year panels to evaluate student progress along the career readiness outcomes in addition to portfolio work.
- 4. Timeline for implementation and completion including start and end dates**
 1. Career readiness outcomes will be established by January, 2015
 2. Mid-year panels will happen in February, end of year in June 2015.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Meeting time, after school per session, office space and
 2. Partner and industry meeting time, after school and weekend works, use of the Central CTE office for
 3. Advisory board member support, admin and teacher time for panels on dedicated Wednesday
 4. Standards from CDOS, Skills USA and PSR office.
 5. Parent coordinator support, house leader and time for parent info sessions after school.

Strategies to Increase Parental Involvement

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

- Parent meetings to discuss progress reports. Parent meetings facilitated by the Director of Career Services and the Director of College Services

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, 100% of teachers (CTE and liberal arts) will use school wide writing rubrics in at least 2 units that are vertically aligned to the CCLS to monitor student learning and results in meaningful feedback to students.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Based on student Regents scores, Quality Review feedback and analyzing student work samples, writing skills across the school was a weakness and an area to work on.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Writing task force members will design school wide writing expectations that span 9-10th grade and 11-12th grades
 2. Whole staff roll out of the writing rubrics
 3. Student work analysis based on rubric data
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Content Leaders, AP of Instruction, Teachers
 2. Through whole staff PD schedules 3 times throughout the year, modeling of PD sessions to content leaders from the AP of Instruction, as well as content meetings utilizing the student work protocol to analyze writing outcomes and make DDI decisions.
 3. Content leaders modeling student work protocols to analyze writing outcomes and student data
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Content leader meeting minutes and observation of Content leader led meetings.
 2. Staff participation at PD's use of writing rubrics in the classroom
 3. Student feedback through rubrics and, work in class and writing progress.
- 4. Timeline for implementation and completion including start and end dates**
 1. By end of December, all rubrics will be developed and ready for use in classrooms.
 2. Whole staff PD December, February and March, content led writing PD happening December – February.
 3. Student work protocols being used in team meetings December – June.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Staffing, meeting time, Per session

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, 100% of teachers will participate in Professional Development aimed towards increasing student engagement, as measured in the classroom, Danielson observations and meaningful student work products.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Last year's Quality Review feedback indicated the need for increased engagement and meaningful student work products

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. 4-8 teachers attending network sponsored PD which focuses on differentiation and engagement
 2. Teacher led PD within the building based on teacher identified needs, strengths and PD activities
 3. Individual and department goal setting and action planning by teachers
 4. Inter-visitations based on teacher strengths and teacher needs
 5. Formative instructional support from Administrators and Instructional coaches
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Teachers
 2. Network Coach
 3. Administrators
 4. School Instructional Coaches
 5. Content Leaders
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Danielson Observations
 2. Teacher led professional development post PD
 3. Content Team meeting minutes
 4. Feedback from Content Leaders
 5. All observation feedback and next steps
- 4. Timeline for implementation and completion including start and end dates**
 4. September-June 2015
 5. October-May 2015
 6. October-June 2015
 7. December-May 2015
 8. September-June 2015
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Staff meeting time, coverages for professional development, per session

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

6.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Individual Reading plans with Reading Plus and Reading Horizons. • Unique programs will be generated for these students to build a program that best addresses their needs. • Office hours- tutoring services after and before school for targeted students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events. • Pupil Personnel Team meets weekly to discuss action plans for at-risk students 	<ul style="list-style-type: none"> • A combination of one-on-one interactions and small group instruction based on need. • After school tutoring in small groups. • Programmed small classes for most at-risk readers. • Collaborative Team Teaching model: throughout a lesson in class • Frequent, high-value contact with parents: via telephone, email, and Skedula updates. 	<p>Mostly during the school day, with before and after school tutoring options. Afterschool program runs on Mondays, Tuesdays, and Thursdays 3:05- 5:40pm</p>
Mathematics	<ul style="list-style-type: none"> • Students are mandated to after school tutoring and an extended day on Wednesdays. • Office hours- tutoring services after and before school for targeted students • Use of Math Score and 	<ul style="list-style-type: none"> • Small group instruction • Programmed small classes for most at-risk readers. • Collaborative Team Teaching model: throughout a lesson in class • Frequent, high-value contact 	<p>After school, in small groups.</p>

	<p>Connections Academy for Supplemental Enrichment</p> <ul style="list-style-type: none"> • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events. • Pupil Personnel Team meets weekly to discuss action plans for at-risk students 	<p>with parents: via telephone, email, and Skedula updates.</p>	
<p>Science</p>	<ul style="list-style-type: none"> • Students are programmed according to literacy levels and given small group instruction and one-on-one tutoring as needed. Office hours- tutoring services after and before school for targeted students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Use of Blended Learning • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events. 	<ul style="list-style-type: none"> • Small group instruction, one on one tutoring. Programmed small classes for most at-risk readers. • Collaborative Team Teaching model: throughout a lesson in class • Frequent, high-value contact with parents: via telephone, email, and Skedula updates 	<p>During school, tutoring after school as needed.</p>

	<ul style="list-style-type: none"> • Pupil Personnel Team meets weekly to discuss action plans for at-risk students 		
<p>Social Studies</p>	<ul style="list-style-type: none"> • Students are programmed according to literacy levels and given small group instruction and one-on-one tutoring as needed. Office hours- tutoring services after and before school for targeted students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events. • Pupil Personnel Team meets weekly to discuss action plans for at-risk students 	<ul style="list-style-type: none"> • Small group instruction, one on one tutoring Programmed small classes for most at-risk readers. • Collaborative Team Teaching model: throughout a lesson in class • Frequent, high-value contact with parents: via telephone, email, and Skedula updates 	<p>During school, tutoring after school as needed.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Proactive Counseling, additional tutoring, ESSH services, before and after school safe places. • Advisory: Academic support via advisory and one-on-one parent/guidance meetings. • Grade Summits: Information gathering and sharing with staff around high risk students and their needs • PPT: Regular pupil personnel team meetings to plan for at-risk students. • Student run peer mediation program • Pupil Personnel Team meets 	<ul style="list-style-type: none"> • One on one counseling, small group tutoring, larger family services from external organization • Advisory: small groups • College and Career Advising: small groups and one-on-one 	<p>Most services will be provided during the day, some before and after school, and a vast minority at night, off-site</p>

	weekly to discuss action plans for at-risk students		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

BDCA holds informational sessions each spring for all interested teachers every year to try and dissuade the barrage of applications we receive yearly. We tell them what we expect from teachers here, the latitude given, the high expectations we have, and the PD plan they will be opting into.

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).

Once here, BDCA gives teachers a high degree of independence with very high expectations of the final student outcome. Teachers revel in this amount of structured freedom with high frequency feedback.

Our philosophy and budget shows that we invest our money in small class size, which teachers also appreciate.

Teachers at BDCA set their own goals based off of the Danielson Rubric. We then compare our observations and areas of growth for the teacher and collaboratively develop a personal PD plan for each teacher.

All staff has a master's degree in their subject or is working toward it through an alternative certification program.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I funding has been allocated to support students' academic success toward graduation. Enrichment activities such as Gaining Education Technically (GET Program), Saturday Academy and House Activities create higher student engagement in school and the academic program. Skedula, our online grading system, allows teachers, students, and parents to track student progress in real-time in their courses. Our college and career advisors provide students college and career awareness and skill building. Our Advisors and Counselors provide social-emotional support for students. We provide our Content Leads instructional coaching and guidance to increase the rigor and coherency of our academic program.

Title III funding has been allocated to support ELLs students' academic success through our before and after school program. Our Parent Coordinator offers workshops for our ELL parents to increase their understanding and involvement in their child's education.

In order to provide services to our neediest students we conduct workshops, provide school supplies, counseling and tutoring. The new grading system also allows for easier parent communication about student progress (grades are available continuously). In addition, this year we have invested in academic software including Reading Plus (literacy), Rosetta Stone and SAT Prep software.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Within teacher's programs are multiple opportunities for common planning time. During this time, departments come up with a formative and summative assessment schedule that will give teachers appropriate feedback on student progress. Using these assessments teachers modify and adjust lessons and units to meet student needs.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Bronx Design & Construction Academy agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- that the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

This policy will be reviewed in May of every school year. The PA will evaluate the policy and decide on changes, revision will be finalized by the end of June for implementation of the subsequent school year.

1. Bronx Design & Construction Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Parent Association meetings are held on an ongoing basis. In addition, an executive committee of the Parent Association meets frequently to discuss all school matters. This executive committee serves as the School Leadership Team for Bronx Design & Construction Academy, and includes parent, student, staff and CBO representation.

2. Bronx Design & Construction Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Active SLT that reviews student performance data and assesses needs and direction of school.

3. Bronx Design & Construction Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- SLT will at regular meetings discuss goals and objectives of the school, progress toward said goals using data on student outcomes.

4. Bronx Design & Construction Academy will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State’s academic content standards
 - the State’s student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.
- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parenting workshops via our CBO, ESSH
 - Frequent outreach and interaction between students and advisors
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Organizing active parent outreach via Bronx Design & Construction Academy parent coordinator and staff
 - Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff
- Active SLT programming and outreach
- Active programming and outreach by parent coordinator and family paraprofessional
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Regular parent meetings
 - Regular SLT meetings
 - Letters and newsletters sent home to parents

In building deeper and strong parent involvement and relationships, Bronx Design & Construction Academy will:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- immediately notifying parents of absences and tardiness of students, and calling Problem Solving Conferences as needed to address these concerns
- pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopt and implement model approaches to improving parental involvement;
- develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- provide other reasonable support for parental involvement activities under section 1118 as parents may request.

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Contract 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.

The Bronx Design & Construction Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2014-2015.

School Responsibilities

The Bronx Design & Construction Academy School will:

- Provide high-quality instruction in a supportive and effective learning environment that enables all students to exceed the State's student academic achievement standards and matriculate into college or pursue career goals.
- Communicate regularly with parents regarding student achievements, progress and concerns through Skedula, the Advisor and phone calls home.
- Inform parents of students' academic progress on a regular basis by:
 - Disseminating progress reports in October, January and May
 - House Orientation Sessions
 - Holding parent-teacher conferences in September, November, March and May.
 - Providing an annual report of students' progress toward graduation.
- Involve and inform parents in student work and achievement through several school-wide evening events (E.g., Internship Presentations, Expos, Awards Assemblies and Grade-wide Celebrations).
- Inform parents of school-wide events, parent events, and PA meetings through email, phone calls, newsletters, and personal outreach. All communication from the school will be in an understandable and uniform format, including alternative languages and formats, to the extent possible.
- Involve parents in the planning, review, and improvement of school-wide programs.
- Hold an annual parent meeting to inform and explain the school's participation in Title I, Part A program. The meeting will include information about the requirements for participation in the Title I, Part A program. The school will convene the meeting at a convenient time, and will offer a flexible number of additional parental involvement meetings to include as many parents as possible.
- Provide parents with reasonable access to staff through email, phone and face-to-face meetings.
- Offer parents opportunities to volunteer, observe, and participate in classroom activities.
- Promote a culture of respect among students and staff by upholding norms for appropriate behavior and dress.

- Demonstrate an appreciation for diversity of students and staff with respect to race, gender, ethnicity, sexual orientation and religion.
- Form parent partnerships to increase student attendance

Parent Responsibilities

Parents will:

- Ensure his/her child's timeliness and daily attendance.
- Inform the school of any planned absences, tardiness, or changes in phone number and address.
- Ensure his/her child comes to school prepared with the materials necessary to learn.
- Check in with his/her child regularly regarding assignments and preparation for exams.
- Understand and promote the development of knowledge and skills necessary to graduate from high school and matriculate into college.
- Participate in and communicate with the school by email, phone, or face-to-face meetings regarding decisions related to his/her child's education.
- Encourage his/her child's participation in enrichment programs.
- Acknowledge and respond promptly and accordingly to all mail, email, and phone notices from the school by promptly reading or listening to all school communication.

5.

DBN: 07X522

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	\$423,483.39	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,988,276.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide

Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Bronx Design and Construction	DBN: 07X522
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 73
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: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: After reviewing the 2013 NYSESLAT data, Regents and 8th grade data, any English Language Learner, in grades 9-11, who scored at the beginner and intermediate level of the NYSESLAT and/or failed a NYS exam is scheduled to attend a zero period class before their school day. In addition, we provide an afterschool program called G.E.T (Gaining Education Technically) for ELLs who need to enhance their writing skills.

Our after-school activities help our ELLs develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Our ELLs need guidance to grow into productive adulthood and after school programs and activities keep our students busy between 3 and 5p.m. Second, our after school program can provide extra time for career exploration, skill development, service learning and internships to prepare them for college and work.

Time: 7am - 8am

Days: Monday - Friday

Dates: October 20, 2014 - June 5, 2015

Total Number of Sessions: 135

Language of Instruction: English

Provider: Certified ESL Teacher

Number of Students: 17

(12) 9th graders - beginner level

(5) 9th graders - intermediate level

Materials: Reading Plus program and Randall's Cyber Listening Lab under the supervision of the ESL teacher.

G.E.T After School Program

Dates: October 27, 2014 - June 5, 2015.

Time: 3pm - 5pm

Days: Mondays, Tuesdays and Thursdays

Total Number of Sessions: 78

Language of Instruction: English

Providers: (1) Certified ESL Teacher and (1) Certified Social Studies Teacher

Materials: NY Times

Number of Students: 32

(20) 9th graders - advanced level

(10) 10th graders - advanced level

(2) 11th graders - advanced level

Part B: Direct Instruction Supplemental Program Information

The data indicates that the majority of English Language Learners scored poorly in listening and writing. In the after school program, the social studies teacher begins the launch of the lesson with a listening exercise. Later, they are in small groups working on argumentative writing and text-based responses with the ESL Teacher. Both teachers circulate the room assisting students with the independent portion of the lesson.

Part C: Professional Development

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

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

Begin description here: The content, performance and language demands of the CCLS and aligned assessments will augment the challenges for English language learners. Teacher preparation and professional development programs will need to be designed to support the deeper content, performance and language demands expected of students. Consequently, the content, quality and delivery of professional learning opportunities will need to support teachers' deeper understanding of content and mastery of instructional strategies that assist ELL students' attainment of more rigorous standards. Our ELLs are in grades 9-12 and, therefore, the entire instructional staff at BXDCA will address their specific needs.

Dates: October 15, 2014 - February 6, 2015

Providers: CFN 106 -- Barry Bullis and Laurie Gaughranthe

BXDCA Staff:

6 - ELA Teachers

1- ESL Teacher (Title III Provider)

6- Math Teachers

7- Social Studies Teachers (1 is a Title III Provider)

5- Science Teachers

10 - CTE Teachers

Time of Day:

Wednesdays from 12 - 2:20pm.

Topics to be covered:

Part C: Professional Development

October 15th: ELLs and the Application of the Common Core Standards

November 4th: ELL Data and the Regents Exams

December 10th: Engaging ELL Students Who Lack Native Language Fluency

January 14th : Poverty and the Effects on English Language Learners

February 4th: Understanding Writing Contexts for English Language Learners

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 of ELLs face daunting barriers as they try to become informed or involved in their child's school. These barriers, which include the inability to understand English, unfamiliarity with the school system, and differences in cultural norms and cultural capital, can limit parents' communication and school participation. In order to assist our ELL parents Bronx Design and Construction has teamed with East Side House Settlement to help address the needs of our ELL parents. East Side House Settlement with the assistance of the school Parent Coordinator provides our parents workshops.

Days and Times: Saturdays 9-12pm

Provider: Lawshawn Tarver, School Partnerships and Advocacy

BXDCA Parent Coordinator: Maria De Los Santos

BXDCA ELL Coordinator: Daria De Piro, ESL Teacher

Topics:

October 11, 2014: ELL Parents and the NYC DOE: How Our School Works -- Curriculum, Standards, Benchmarks and Materials

November 8, 2014: ELL Parent Rights: Access to interpreters and translated materials from your school, free lunch programs, supplementary school services that may be available to their children

December 13, 2014: Adult Learning Opportunities for ELL Parents: English and/or native language literacy classes for adults, family literacy projects, and parenting classes.

Parents are notified via letter/phone by our parent coordinator of any upcoming workshops. Translation

Part D: Parental Engagement Activities

in Spanish is provided for parents by East Side House Settlement.

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 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 07	Borough Bronx	School Number 522
School Name Bronx Design & Construction Academy		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Matthew Williams	Assistant Principal Abigail Lovett
Coach	Coach
ESL Teacher Daria DePiro	Guidance Counselor Adam Paredes
Teacher/Subject Area Michael Mahrer/ESL	Parent
Teacher/Subject Area Sandra Woods/ELA	Parent Coordinator Rosaura Cruz
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	435	Total number of ELLs	79	ELLs as share of total student population (%)	18.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	28
SIFE		ELLs receiving service 4-6 years	65	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12			65			2			79

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	12	0	0	65	0	0	2	0	0	79
Number of ELLs who have an alternate placement paraprofessional: <u>5</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
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										60	14	5		79
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	60	14	5	0	79								

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)										13	1	0	0	14
Intermediate(I)										13	2	0	0	15
Advanced (A)										35	8	5	0	48
Total	0	61	11	5	0	77								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5			
Integrated Algebra	60			
Geometry	12			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	5			
Physics				
Global History and Geography	17			
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the NYSESLAT and LAB-R to assess the literacy skills of our ELLs. The data helps us to determine programming. Our school is in its third year and we will use the Regents data to determine how to program their classes for next year. The new NYC ELA assessment data helps in determining the strengths and weaknesses of our students' literacy skills, particularly in persuasive and

counter-argument writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveals that the majority of our students need support in listening and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At the present time, we use the NYSESLAT data to determine the success of our program. Over ninety percent of the students move to the Advance level or score Proficient on the exam.

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](#).)
All student coming from non NYCDOE schools are given the HLIs by the ELL coordinator. If necessary, these students are given the LAB-R, administered by Ms. Depiro, our ELL coordinator. All incoming students from NYCDOE schools are programmed according to their existing ESL status. Every student who has not passed the NYSESLAT is given the exam in the 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.
At the beginning of each school year, all parents of ELL students are invited to a meeting in which the school describes the ESL program, translation is provided. Parents are informed of other ELS program options and are given the option of requesting an alternate program in the school.
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 parent coordinator distributes our entitlement letters at the ESL parent meeting at the beginning of the year. Parents who do not attend the meeting have letters sent to their home. Our parent coordinator then follows up with each parent individually until we receive all letters back.

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.
At the beginning of the year parent meeting, all parents are informed of the freestanding ESL program we run and given the option to request other programs. All requests are kept on file in the main office. All meetings have translators available and all letters sent home are in the native language.
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.
Not parents have requested alternate programs.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
No parent requests for change have been made.

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])?

All ESL instruction is given in departmentalized, heterogeneous classrooms with a licensed ESL teacher. Students that are beginning, intermediate or advanced students that need extra practice are programmed for ELA and History together. Those students who are advanced and do not need extra practice are scheduled for a zero period class with licensed ESL teacher for language development and support.
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)?

Both ELA teachers in the building have ESL certificates and provide instruction in stand alone classes. Our program ensures that all

beginner and intermediate students get 600 minutes of ESL instruction per week and all advanced students get minimum of 300 minutes a week.

- 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.

BDCA uses the Framework for Effective Instruction (FEI) for all classrooms. Students have three distinct points in their lessons: Launch, Investigation, and Synthesis. The largest focus of FEI in every classroom is literacy attainment, so we feel it is an effective method for our ESL classes as well. Students are taught Global History and English in English with scaffolded materials and a variety of applications used for blended learning.

- How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All evaluation is in English
- How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- How do you differentiate instruction for ELL subgroups?
 - Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All ESL students attend the same class regardless of level or length of time in country. Beyond that, students that need extra support because they are long term ELLs or SIFE students, are scheduled for a zero period for additional support and have access to a variety of blended learning to advance their learning

- What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers use a variety of blended learning, scaffolded texts, homo- and heterogeneous grouping, and any mandates on the child's IEP.
- 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?
We have banded scheduling and humanities blocks which allow a great deal of flexibility in letting us program the student for exactly the classes that are needed for them and will provide them the best curriculum and academic environment to succeed.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

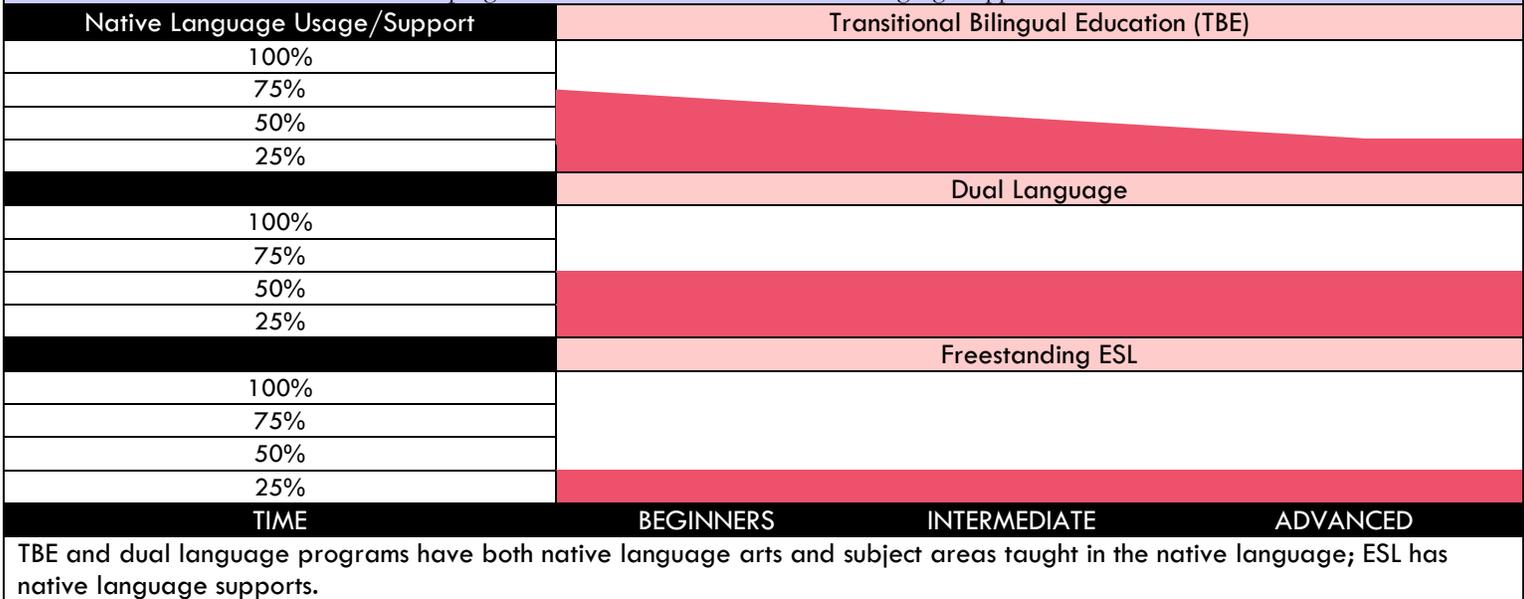
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted intervention programs for ELL students in mathematics are the same as for all other students with mandated tutoring and voluntary tutoring. Math help is available in Spanish for our students who are having difficulty with mathematics vocabulary.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school programs are available to all students regardless of any designations. As long as any student meets the academic and behavior thresholds, they are able to participate in any activity.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Reading Horizons, Rosetta Stone, Scantron Performance Series, native language reference material, push in social worker.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students have native language resources available to them as needed. No instruction is given in native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
All students can take a language of their choice using an interactive computer program in their junior and senior year.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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.
All incoming teachers, APs, and paraprofessionals to BDCA receive seven and a half hours of professional development during our new teacher orientation in August. Topics include: literacy acquisitions across subjects, CR 154, differentiating instruction, and analyzing student data.

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?

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07x522 School Name: Bronx Design & Construction Academy

Cluster: _____ Network: 106

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.

We used all relevant information in ATS to determine the written and oral preferences of every single parent. Additionally, every house hold in the school received a personal phone call at least twice throughout the year for a variety of reasons. From these home calls and ATS data, we have accurately determined the preferred language of communication with all parents in our school community.

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.

All parents who need communication in a language other than English necessitate Spanish. No other languages are primarily used for communication. We reported these findings to our PA and SLT in the October meetings.

Part B: Strategies and Activities

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

All written communication sent home is sent in both English and Spanish. All automated calls are in English and Spanish and are determined by the ATS code for preferred method of communication. All translation for written documents and phone calls is done by school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We have a plethora of Spanish speaking school staff on hand at all times to handle all translation needs.

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

We have signs in both Spanish and English directing parents to our school in the lobby of our site and the site's safety plan describes this in visitor intake procedures. Our school has both the parent's bill of rights and a sign indicated translation services are available posted in the main office. 10% of our home languages are not languages other than English or Spanish.