

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**09X525**

**School Name:**

**BRONX LEADERSHIP ACADEMY HIGH SCHOOL**

**Principal:**

**IVAN YIP (IA)**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 09X525  
School Type: N/A Grades Served: 9 to 12  
School Address: 1710 Webster Avenue, Bronx, NY 10457  
Phone Number: 718-299-4274 Fax: 718-299-4707  
School Contact Person: Mr. Ivan Yip Email Address: [iyip@schools.nyc.gov](mailto:iyip@schools.nyc.gov)  
Principal: Mr. Ivan Yip (IA)  
UFT Chapter Leader: Ms. Gina Pilotti  
Parents' Association President: Ms. Valerie Callendar  
SLT Chairperson: Ms. Shanti Browne  
Student Representative(s): Ms. Kimberly Melendez; Mr. Delani Morgan

**District Information**

District: 09 Superintendent: Ms. Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: [cstaple@schools.nyc.gov](mailto:cstaple@schools.nyc.gov)  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Ms. Debra Maldonado  
Network Number: CFN 536 Network Leader: Mr. Gerard Beirne

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ivan Yip (IA)	*Principal or Designee	
Gina Pilotti	*UFT Chapter Leader or Designee	
Valerie Callendar	*PA/PTA President or Designated Co-President	
Sylvia Marrero	DC 37 Representative, if applicable	
Kimberly Melendez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Delani Morgan	Member/Student Representative	
Shanti Browne	SLT Chair/Teacher	
Courtenay Fortune	Member/CSA Member	
Emma Carcamo	Member/ Teacher	
Sharon White	Member/Paraprofessional-UFT	
Melinda Polanco	Member/Paraprofessional-UFT	
Kenia Escoboza	Member/Parent	
Carmen Ramos	Member/Parent	
Paloma Salazar	Member/Parent	
Daniela Hidalgo	Member/Parent	
Sergio Feliz	Member/Parent	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

**Mission:** The mission of Bronx Leadership Academy is to educate our students to be committed to personal excellence and to improve the quality of life both within their communities and society as a whole. This will be accomplished by providing a program emphasizing values, education, service to the Bronx and respect for individual differences and cultures.

**Community:** Bronx Leadership Academy ("BLA") sits in District 9 in the South Bronx of NYC. In the years since the school's creation, the area has shifted from predominantly industrial to an economically vibrant and growing base, with small businesses mixed with national retail establishments.

**School:** BLA is a comprehensive, four-year public high school serving grades 9 to 12. BLA was founded in 1993 through the collaborative efforts of South Bronx Churches, the then-Board of Education, and parents of students in the Bronx looking for a safe and academically challenging high school with an emphasis on community development. The student body is composed of students primarily from the local area and from the Bronx in general. The total student enrollment for 2014-15 is approximately 689, with a population that is 38% African American, 60% Latino and 2% other.

**Curriculum:** Courses are organized on the semester system. Each semester is 18 weeks long. Classes meet 5 times per week for 47 minutes each period. Courses are designed for college preparation and character building, with an emphasis on community service. Honors courses are offered from 10<sup>th</sup> to 12<sup>th</sup> grade in ELA and Social Studies (both Global History & Geography and US History). Advanced Placement courses are offered for 11<sup>th</sup> and 12<sup>th</sup> grades. Students also have the opportunity to take college-level courses through the College Now program.

**Highlights:** One of the core programs that help support BLA's mission is our Law Program, which helps students to develop their critical thinking skills and their oral advocacy skills. In partnership with the Justice Resource Center and the Reed, Smith law firm, our students have the opportunity to compete city-wide and regional tournaments on both the Moot Court Team and the Mock Trial Team. They also have the opportunity to participate the High School Law Institutes at NYU Law School and at Columbia University Law School. Another program that seeks to develop our students' leadership abilities is our Peer Leadership class, which is taught in partnership with Dignity Universal, a community-based organization created to support individual growth and community development. BLA also is one of the first schools to have partnered with BuildOn! (originally known as Building with Books), a grass-roots organization that raises funds to help build schools in underdeveloped nations around the world—through BuildOn's Trek for Knowledge program, we have sent students and staff to both Mali and Nicaragua, and this year we will be sending students to Haiti to help build a school! Another highlight of BLA is the cultural exchange program that we have set up with two schools in Denmark. Our students have hosted Danish students in their homes, and then traveled to Denmark to live in the homes of their Danish brothers and sisters. This is a continuing program of visitations and sharing!

**Challenges:** As we enter a new school year with a new school Principal, BLA faces several challenges. For the past few years, BLA's performance indicators have not been where the school community wants or expects them to be—consequently, a new push has started from the beginning of this school year to increase the rigor, raise expectations and improve the school tone. Much of this change will occur through the improvement of instruction and impressing upon our students the higher expectations of both their behavior and academics.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### Strengths:

- CCLS-aligned curriculums
- Focus on skill-building and deeper understanding
- Teacher-team meetings and common planning are built into the program
- PD is provided on a regular basis by APs of Supervision and by our Literacy Coach
- System of intervisitations set up

#### Needs:

- increasing stamina of students in reading and writing
- improved Regents performance
- improved credit accumulation, particularly for 10<sup>th</sup> & 11<sup>th</sup> grades
- improved instructional practices (e.g., scaffolding, use of multiple-entry points, CCLS-aligned instruction)

#### Data sources:

- Regents scholarship reports
- credit accumulation reports/transcripts
- QR Report 2013-14
- High School Quality Report 2013-14
- Learning Environment Survey 2013-14
- teacher observation reports
- midterm assessments
- NYC Performance Task results

### Part 2 – Annual Goal

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

By June 2015, students’ overall passing percentage on all core NYS Regents exams will improve by 20% over the June 2014 Regents results:

#### Baselines:

- ELA had 53% passing in June 2014
- Living Environment had 46% passing in June 2014
- Integrated Algebra had 43% passing in June 2014
- Global History had 30% passing in June 2014
- US History had 46% passing in June 2014

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
Structures: Student Programming (e.g., Regents Prep classes); PD (e.g., RtI, classroom management, using data to inform instruction; ICT methodologies & more	lowest-third, Special Education, & ELL students	9/2014 to 6/2015	Principal; APs of Supervision; Literacy Coach; teachers; Program Chair
After-school tutoring; Saturday Academy; push-in model for ELLs; ICT classes for core subjects; SC classes taught by general education teacher; administration of mock Regents exams	Students in the lowest-third, special education, & ELLs	9/2014 to 6/2015	Special Education & general education teachers; ESL teachers; APs of Supervision; Principal
Parent Learning walks; SLT membership; parent workshops	parents	9/2014 to 6/2015	Parent Coordinator; SLT members; Literacy Coach; APs of Supervision; Principal
-participation in Respect for All workshops; -after-school clubs to enrich students' experiences & encourage their -participation in school: e.g., Men's Club; Women's Club; MOTH Story Slam; Drama Club; -cohort meetings to address grade-specific needs/areas of concern -Peer Leadership class	All students	9/2014 to 6/2015	Teachers; students; administrators

**Part 4 – Resources Needed**

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

- continual budget alignment (for personnel [teachers, paraprofessionals], instructional supplies; textbooks; online programs, etc.)
- continual assessment of student needs/scheduling needs (e.g., prep classes, elective classes, etc.)

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

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

planning. In this part:

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

-Midterm assessments administered in December 2014

-January 2015 Regents exam results

-scholarship data assessed at the end of each marking period (e.g., report cards, teacher reports, transcripts)

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

<u>Strengths:</u>	<ul style="list-style-type: none"> <li>-Strong relationships built between students &amp; adults and student-to-student</li> <li>-Open Door policy</li> <li>-Alumni support (Alumni Career Day)</li> <li>-Extracurricular activities</li> <li>-Student empowerment (SLT membership; Student Council)</li> </ul>
<u>Needs:</u>	<ul style="list-style-type: none"> <li>-improve school tone</li> <li>-increase rigor of instruction</li> <li>-increase student engagement in classrooms</li> <li>-increase parent involvement in school activities</li> </ul>
<u>Source:</u>	-Learning Environment Survey 2013-14

### Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, we will achieve a 20% improvement in the L.E.S. response rate from students and parents.
<u>Baselines:</u>	For the 2013-14 L.E.S. 7% of parents responded to the survey 65% of students responded to the survey

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
-PD provided on social-media usage for staff & students -RFA activities promoted -peer-mediation workshops for students	Students, staff and parents	9/14 to 6/15	Administrators, Teachers, School Counselors,

-NYPD presentations for students & parents regarding dealing with conflict/Law Explorers program			outside providers (e.g., Club Millennial; NYPD)
-push-in ESL teacher for beginning ELL students -IEP team meetings -teacher-team meetings weekly to discuss student progress -small group & individual counseling sessions with School Counselors	Students in the lowest-third, special education, & ELL students; teachers; school counselors	9/14 to 6/15	Teachers, School Counselors and administrators
-parent workshops (self-selected topics) -Parent Learning Walks -school dance -talent shows -awards nights -NHS Induction Ceremony	Students and parents	9/14 to 6/15	SLT Committee, PA Executive Board, Parent Coordinator, COSA, Teachers, Administrators, School Counselors
-Friday jam sessions -afterschool clubs and activities (e.g., Men's Club, Women's Club, BuildOn!, sports teams, Drama Club) -pot-luck dinners for parents -workshops to increase parent involvement	Students and parents	9/14 to 6/15	Teachers, Parent Coordinator, PA Executive Board, SLT Committee, COSA, parents

#### **Part 4 – Resources Needed**

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

- Parent Coordinator budget (salary, supplies)
- SLT committee budget (stipends, supplies)
- supplies for parties/ceremonies/events
- per session funds for staff to attend/assist/participate in events

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

#### **Part 6 – Progress Monitoring**

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

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

By January 2015, there will be a 10% increase in the number of parents attending the PA meetings, as indicated by sign-in sheets for these meetings.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Strengths:

- Common planning is built into schedule
- Teacher teams meet on regularly scheduled basis
- PD sessions are provided by our Literacy Coach, APs of Supervision and outside providers, with input from PD Committee
- Teachers sit on PD Committee to help decide on tiered PD offerings

Needs:

- teachers using data to inform instruction
- consistency in practice for all teachers (student-centered instruction)
- increasing the use of higher-order questions during instruction (D.o.K)
- improve feedback to teacher by consistent use of Danielson framework

Source:

Quality Review report (2013-14)

### Part 2 – Annual Goal

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

By June 2015, all teachers will have improved in quality on their observations reports in all 8 domains for which they are rated (e.g., moving from ineffective to developing, from developing to effective, and/or from effective to highly effective).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
-Common period built in to schedule -Weekly teacher-team meetings -PD provided in-house and from outside providers	Teachers	9/14 to 6/15	Administrators, Program Chair, Teachers, Literacy Coach, PD

			Committee, IEP Coordinator
-PD on ICT methodologies -SEIS training for all teachers -ELL training for ESL teacher to turnkey -RtI training	Teachers	9/14 to 6/15	Administrators, Literacy Coach, Teachers, IEP Coordinator, ESL Coordinator
-Parent Learning walks will be used to provide feedback to teachers	Teachers	9/14 to 6/15	Parents (PA Executive Board), SLT Committee, Literacy Coach, Parent Coordinator
-Teacher participation/empowerment in all aspects of leadership/instruction focus	Teachers	9/14 to 6/15	Teachers, Administrators, Literacy Coach, PD Committee, Consultation Committee, SLT Committee

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-Budget allocation to hire additional Special Education teacher and ESL teachers (2) -allocation for Social Studies consultant to assist with curriculum development and instructional support -allocation for outside PD providers

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, APs will have completed 50% of all teacher observations and had post-observation conferences to indicate areas of improvement for teachers in the 8 domains.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
A schedule of observations will be created, dividing the load between all administrators to ensure that all required observations are completed in a timely fashion and before the year-end deadline.				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Strengths:

- Resources are well-aligned to our instructional goals to empower teachers to collaboratively construct opportunities for students to learn
- Teachers design curricula that are aligned to standards
- School leaders have established a culture for learning that communicates and supports high expectations to staff and students

Needs:

- Administrators must ensure consistency in the use of pedagogical practices that promote effective, student-centered collaboration
- Administrators must sharpen feedback to teachers by consistently specifying next steps and action plans that connect teacher practice to student outcomes
- Administrators must continue building capacity by using Danielson framework for observations and the feedback cycle

Source:

- Quality Review Report (2013-2014)

### Part 2 – Annual Goal

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

By June 2015, administrators will have observed all teachers and provided actionable feedback relating to student achievement and teaching for depth over breadth.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
- <i>Quest for Mastery</i> research PD -Supervision of bi-weekly department meetings -RtI PD	Teachers	9/14 to 6/15	Administrators, Literacy Coach

-Monthly Faculty conferences relating to improvement of instruction			
-PD on multiple entry points -PD on ICT methodologies -PD on meeting needs of ELLs	Teachers	9/14 to 6/15	Administrators, Literacy Coach, ESL Coordinator, IEP Coordinator
-Parent Learning walks	Teachers	9/14 to 6/15	Administrators, Literacy Coach, Teachers
Collaborative leadership structures (teacher participation on: SLT Committee; PD Committee; Consultation Committee)	Teachers	9/14 to 6/15	Administrators, Program Chair, Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
-Budgetary allocations for ESL Coordinator position, Literacy Coach and IEP Coordinator -Budgetary allocation for per session -Budgetary allocation for Social Studies consultant to provide curriculum development and instructional feedback -Build common periods for each department into the class master schedule to facilitate teacher collaboration

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By the end of January 2015 (1 <sup>st</sup> semester), administrators will have 50% of all observations completed.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
A schedule of observations will be created, dividing the load between all administrators to ensure that all required observations are completed in a timely fashion and before the year-end deadline.				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

**Strengths:**

- School-wide open door policy
- Online Skedula/Pupilpath database to enable parent monitoring of student progress
- Parent Coordinator on staff
- Parent participation on SLT Committee
- Parent engagement time built in to weekly schedule
- 96% of parents are satisfied with the education their child receives
- Parent Learning Walks established

**Needs:**

- low parent response rates
- low parent participation in PA meetings

**Source:**

- Learning Environment Survey 2013-14
- High School Quality Snapshot 2013-14

### Part 2 – Annual Goal

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

By June 2015, parent participation in PA meetings and response rate on the L.E.S. will increase by 25% or greater

Baseline:

In in 2013-14, only 7% of parents responded to the L.E.S.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
-SLT meetings -Awards ceremonies	Students and parents	9/14 to 6/15	Administrators, Parent

-Student-of-the-Month recognitions -Academic scholarship recognition at the end of each marking period -Perfect attendance recognition on a monthly basis			Coordinator, COSA, Teachers, Program Chair
-Awards ceremonies inclusive of ELLs, Special-needs students, most-improved students, etc. -Academic achievement recognition at the end of each marking period -Student-of-the-Month awards	Students and parents	9/14 to 6/15	Teachers, Program Chair, COSA, Parent Coordinator, Administrators
-Awards ceremonies in the evenings to encourage parent attendance -SLT Committee parent members -Parental engagement time built into schedule -PD provided on how to talk to parents -Teachers encouraged to reach out to parents to acknowledge positive behaviors/accomplishments of students, not just negative	Teachers and parents	9/14 to 6/15	Teachers, Program Chair, COSA, Parent Coordinator, Administrators
-All members of school community are empowered and have a voice in the school (e.g., students on Student Council, parents on SLT, teachers on PD, SLT & Consultation committees)	Students, teachers and parents	9/14 to 6/15	Teachers, Program Chair, COSA, Parent Coordinator, Administrators

#### **Part 4 – Resources Needed**

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

- Budget allocation for per session
- Budget allocation for Parent Coordinator and parent-related activities
- Budget modification for Program Chair
- Scheduling modification for Parent engagement activities

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

#### **Part 6 – Progress Monitoring**

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

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

By the January 2015, parent attendance will increase by 10% at PA meetings and will be monitored by sign-in sheets maintained by the Parent Coordinator.

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

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who are at risk of not accumulating 10+ credits by June 2015; students who have failed the ELA Regents exam	Use of multiple-entry points during instruction; RtI to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
<b>Mathematics</b>	Students who are at risk of not accumulating 10+ credits by June 2015; students who have failed the Algebra Regents exam	Use of multiple-entry points during instruction; RtI to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
<b>Science</b>	Students who are at risk of not accumulating 10+ credits by June 2015; students who have failed the Living Environment Regents exam	Use of multiple-entry points during instruction; RtI to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
<b>Social Studies</b>	Students who are at risk of not accumulating 10+ credits by June 2015; students who have failed the Global History and/or US History Regents exams	Use of multiple-entry points during instruction; RtI to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who are at risk of not accumulating 10+ credits by June 2015; students who are undercredited	Use of multiple-entry points; RtI to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day



## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our school is proud of our tradition of attracting and retaining high quality, highly qualified teachers who are committed to the school's mission of excellence.</p> <p>Having a solid collaborative working relationship with teachers, parents and students makes for a pleasant work and learning environment.</p> <p>Highly qualified teachers are always looking to work in schools where creativity is encouraged and supported. Two ongoing effective strategies are:</p> <ul style="list-style-type: none"> <li>• Music, Art, Sports, and other elective courses are the keys to balancing a well-rounded education, and they are often what keeps students in school. We remain committed to invest in seeking and retaining talented highly qualified teachers to teach Drama, Music and the Arts.</li> <li>• Staff development is centered around our daily common periods devoted to sharing best practices. Resource management strategies and discussions around creative thinking are encouraged and evaluated for effectiveness. The common-planning theme is improving instruction by using technology and multiple-entry points during instruction in the classroom, and teaching for depth over breadth.</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We have a Literacy Coach on staff to provide professional development and help mentor new teachers. Our two Assistant Principals of Supervision also provide professional development during common-planning periods, and encourage teachers to seek and participate in external PD opportunities, after which they turnkey the information to their colleagues. We also work collaboratively with support personnel from our Network to provide ongoing support for our teachers in the classrooms.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

N/A

#### Part 4: SWP Schools Only

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

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

N/A

##### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are an integral part of the decision-making process—they are part of the School Leadership Team, the PD Committee and the Consultation Committee and work in collaboration with the Principal and Assistant Principals to evaluate different programs and assessment measures. Teachers also work with guidance from the APs Supervision to develop cross-disciplinary curricula to support the school’s goals and support students in meeting all graduation requirements.

##### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	\$593,607	X	8 to 20

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	8 to 20
Title III, Immigrant	Federal	\$20,157	X	8 to 20
Tax Levy (FSF)	Local	\$3,713,584	X	8 to 20

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bronx Leadership Academy HS, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Bronx Leadership Academy HS will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC)**

Bronx Leadership Academy HS, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>525</b>
School Name <b>Bronx Leadership Academy High School</b>		

### 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 <b>Kenneth Gaskins, Jr.</b>	Assistant Principal <b>Tanisha Shields</b>
Coach <b>Patricia Cortez</b>	Coach
ESL Teacher <b>Dana Robertie</b>	Guidance Counselor <b>Sandra Santiago</b>
Teacher/Subject Area <b>Joseph Blasher/ESL</b>	Parent <b>Charlene Wint</b>
Teacher/Subject Area	Parent Coordinator <b>Kriston Jackson</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Gerard Beirne</b>	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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>722</b>	Total number of ELLs	<b>75</b>	ELLs as share of total student population (%)	<b>10.39%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										29	19	20	7	75
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	29	19	20	7	75

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	41
SIFE	8	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	33

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	7	0	0	35	4	19	33	4	21	75

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		
<b>Total</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>4</b>	<b>19</b>	<b>33</b>	<b>4</b>	<b>21</b>	<b>75</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**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										27	19	19	5	70
Chinese														0
Russian														0
Bengali										1	0	0	0	1
Urdu														0
Arabic														0
Haitian										1	0	0	0	1
French										0	0	1	2	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>29</b>	<b>19</b>	<b>20</b>	<b>7</b>	<b>75</b>								

## 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)										5	1	3	1	10
Intermediate(I)										7	12	6	1	26
Advanced (A)										20	10	7	2	39
Total	<b>0</b>	<b>32</b>	<b>23</b>	<b>16</b>	<b>4</b>	<b>75</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										2	0	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										12	7	5	2
	A										10	7	9	5
	P										5	5	6	0
READING/ WRITING	B										6	9	2	0
	I										8	6	10	5
	A										15	4	8	2
	P										0	0	0	0

**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	7	0	3	0
Integrated Algebra	46	0	20	0
Geometry	8	0	2	0
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	15	0	3	0
Living Environment	46	0	22	0
Physics				
Global History and Geography	27	0	8	0
US History and Government	7	0	3	0
Foreign Language	23	23	20	20
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.  
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Across the grades, the lowest scores were generally in reading. In reading, the students struggled with vocabulary, identification of

the main idea and making inferences. They also brought little prior knowledge of the topics tested. Many students improved on their organizational skills in order to write structured essays for the exams. Speaking and Listening continue to be strengths since we have very few recent immigrants. The school as a whole emphasizes oral presentations, participation in role plays, and debates to develop students use of academic language.

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](#))

Patterns across NYSESLAT modalities as shown in the RNMR and based on the goals set forth in the AMAQ there is school-wide emphasis on reading and writing across the content areas to improve students' basic literacy skills in every subject area. There is a focus on reading, especially in order to equip students with the necessary tools they need to thrive across the disciplines. Teachers will continue to put emphasis on utilizing graph interpretation to promote visual understanding and critical thinking. Students have been instructed to analyze graphs and translate their visual understanding in written form- a skill needed greatly in the science, math and social studies disciplines. The ESL program will continue to work towards this goal.

There will also be an increase in emphasis on the use of graphic organizers and Venn diagrams for pre-writing, as well as utilizing established rubrics geared towards challenging students to transpose information from pre-writing grids into the writing tasks (journal, essay, short paragraph form) that make the synthesis of their ideas and overall comprehension manifest. Provide extended-day tutoring and after school services to help students prepare for the reading and writing sections of the NYSESLAT, which will help students benefit from smaller group settings for personalized instruction. Students who are more reticent about participating or asking questions in general education classes are urged to come to the tutorials to strengthen math, reading, writing and science skills, i.e.: comprehension and execution of tasks or activities. A review of the AMAQ also suggests that intensive language development and a more rigorous approach at the freshman and sophomore levels will be beneficial since passing the NYSESLAT is most frequent at the lower grade levels.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. As mentioned above, student results display a clear pattern of higher incidences of proficiency and advanced levels in the Listening/Speaking section and stagnant beginner and intermediate scores on the Reading/Writing section. The highest numbers of ELLs occurs in the freshman and sophomore years, with the majority of students testing out of ELL services by their junior and senior years. Due to the fact that very few members of our student population are literate in their native language, most do not opt to take any Regents exams in their native language.

b. Results of the periodic assessments have been mentioned above. They are shared through the Project Inquiry Team with the staff and instruction targets the areas needing improvement. The school is creating a study skills toolkit that will include graphic organizers, essay outlines, and note-taking strategies that will target ESL students specifically to be used across the content areas.

c. The school is learning that students are performing poorly due to difficulty in comprehending organizational patterns of the text, connecting events to themes and understanding the extensive vocabulary. Their ability to process and synthesize information in written form impedes their academic success. The greatest problem is general reading comprehension skills. Recalling details of the content and the pace of instruction moving too quickly for ELLs are yet other challenges. In addition, the students are weak in their comprehension of the overarching themes and the big ideas. Students generally prefer to take exams in English as the instruction is in English so concepts and vocabulary are more familiar than in their native language. Also, many students do not have a strong academic background in their native language.

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

N/A

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

The ESL teachers in the building collaborate with content-area teachers to ensure that ELLs are properly supported in their mainstream classes through the use of collaborative lesson-planning and the consistent use of scaffolding techniques, such as sentence starters, graphic organizers, non-fiction reading techniques, questioning techniques, teaching vocabulary from the Depth of Knowledge wheel and other research-based methods that have shown to be effective in developing second language abilities in students.

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

N/A

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

The success of our program is mixed. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above. Administration and focus groups like the Inquiry Team and the RTI team use NYSESLAT scores, Regents exams, credit accumulation, and graduation rates among ELLs in order to ensure that they are receiving the necessary support services to attain success in the high school setting. The school often struggles to meet the AYP for Hispanic males, a subset of the ELL population in the school, and therefore the school often provides them with additional, targeted support to ensure that they meet the requirements of graduation.

## 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](#).)  
List notice indicates which students are ELLs. For non-list students, the HLIS is checked by the ESL Coordinator, Dana Robertie. For students new to the NYC public schools, an HLIS is administered by the ESL Coordinator and with the bilingual Spanish counselor, Sandra Santiago, they conduct an oral interview. The HLIS is given in the student's native language when it is available. The LAB-R is administered to those students whose HLIS indicates a language other than English and the students are eligible to be given the LAB-R as indicated by the RLAT in ATS, by the certified ESL Coordinator. All ELLs are given the NYSESLAT annually based on the list of students that are indicated as eligible for NYSESLAT testing in the RLER, RNMR, RLAT reports on ATS, and exam histories. Intensive preparation is given in the classroom and in after-school tutoring programs. The test is administered by the ESL coordinator and a member of the English department, assisted by a bilingual paraprofessional, in a separate location in the library with testing modifications for Special Education ELLs followed.
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.  
Within the first week of school, students new to the school are given registered by the pupil personnel secretary and given the HLIS in their home language, which is interpreted by the ESL Coordinator or a member of the administration. If the HLIS indicates a language other than English, then the parents are sent an Entitlement letter in their home language and the students are given the LAB-R exam. Immediately afterwards, the LAB-R exams are handscored by the ESL Coordinator and if the student tested below the proficient level, the parents will be sent a letter by the ESL Coordinator inviting their parents to an orientation meeting. The letter is provided in the native language where available. The orientation meeting is held within the first 10 days of school. At that time, the ESL Coordinator and the Parent Coordinator explain the different language programs available and parents view the orientation videos in their native language about program choices. The parents are also informed of the current structures in place at the school for language programming. For parents that request TBE or Dual language programs for their child, their names are placed on a waiting list with parents of students of the same language group that have made the same choice while the administration works with teachers and staff to prepare for initiating the program once there are sufficient parent requests to form a class. For parents who do not attend the orientation, follow-up letters and telephone calls are made. Copies of the letters are kept on file. For on-going new admits, the same procedures are followed within the 10-day window.
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 [\[see tool kit\]](#).)

Entitlement letters, continuation of entitlement letters and transition letters are sent to parents within the first ten days of admission. Parent program selection forms and parent surveys are sent home with students if the parent has not made a selection after watching the video in their home language at the orientation or in the admissions interview with the counselor. Before being sent home, the letters are copied and stored in the students' cumulative records and in the student records kept in a separate location by the ESL Coordinator. The program selection forms and parent surveys are sent home with the students for parents to fill out and return with the students within the first 10 days of the school year. All forms are copied and stored in the students' cumulative record and in the student records kept in a separate location by the ESL coordinator.

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. Parental decision forms, IEP mandates, the ELPC screen in ATS, and NYSESLAT scores are used to place students in the appropriate program. Within the first 20 days of the school year, the ESL Coordinator works in conjunction with the Parent Coordinator to update the ELPC screen in ATS. Where a TBE or Dual language program is indicated on the parental choice form or the ELPC screen, the counselor, Assistant Principal and Principal explain the current programs offered in the school to the parent in a formal interview. Parents who request a TBE or Dual language program for their student are then placed on a waiting list with parents of students of the same language group that have made a similar request. The administration will keep track of the waiting list and will determine when there is a sufficient number of students to create the appropriate program.
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.  
A review of parent choice forms over the past few years shows that in all cases parents choose free-standing ESL programs over other programs. Where a TBE or Dual language program were to be chosen, the Parent Coordinator and ESL Coordinator will discuss the matter with the parent and place their request on the aforementioned waiting list.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The Freestanding ESL program offered at this school is in alignment with the parent requests.:

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Instruction is delivered in a Self-Contained ESL model by the ESL Coordinator and a member of the English department.
    - b. The school uses an ungraded, homogeneous program model where the students are placed into ESL classes by their proficiency levels. The levels are determined by NYSESLAT proficiency levels and the RNMR report from ATS. Currently, we have two Intermediate/Beginner double period classes and two single periods of the Advanced level.

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

Currently, all Beginner and Intermediate students receive 540 minutes of ESL instruction, which includes a double-period block that is mixed with both levels of students. Those Intermediate students that are upper classmen also have a separate ELA class that provides them with 270 minutes of ELA instruction in a mainstream classroom. Advanced students receive 270 minutes per week of ESL instruction and 270 minutes per week of ELA instruction in a mainstream classroom. Tutoring is provided for all ELLs and former ELLs who have difficulties in their content-area classes.

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

The content areas are delivered in English by certified teachers who have received training in ESL methodology. Content-area teachers collaborate with ESL teachers on a weekly basis at PD grade-level meetings as well as informally. ESL teachers reinforce content material through the SIOP or shelter English method of instruction. Extensive use is made of graphic organizers, KWL charts, outlines, visuals and video, as well as collaborative group work by the content area teachers to assist students in their focus on non-fiction texts in order to more closely align to the Common Core Standards.

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

When new students enter the school and are identified as ELLs, Spanish-speaking students are formally interviewed by the certified bilingual guidance counselor to determine their native language abilities. Students are also given reading and writing diagnostics in their native language when available. Students are also given access to Regents Exams (excluding the English Comprehensive Regents) in their native language.

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

ESL teachers rely heavily on the Reading Literature, Reading Informational Texts, Writing, and the Speaking and Listening Common Core Standards in order create their lessons to ensure that students are being evaluated in all four modalities in each lesson. There is a special focus on using non-fiction texts as the basis for the reading and writing instruction with ELLs. Teachers also infuse all lessons with elements of lecture, note-taking, class discussion, and student presentations in order to adress the students' Listening and Speaking competencies.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

**Differentiated Instructional Approaches for ELL subgroups:**

**a.SIFE Students**

For SIFE students, high interest novels are provided as reading materials. They also work on their native language literacy skills in their Native Language Arts class. We offer explicit ESL literacy skills and instruction (sheltered instruction, paired work, homogeneous grouping and visual aids, activating prior knowledge). They also have access to graphic text books that are used for instruction in literature, history and science. SIFE students are instructed in the same manner as long term ELLs otherwise. See below.

**b.0-3 Years.**

Students are paired with bilingual paraprofessionals when possible. They are also provided with leveled work, such as high-

interest, low-level readers that are grade appropriate. They work on vocabulary development and translation from native language to English. They work on developing their listening and speaking skills as well. ESL teachers coordinate with content-area teachers and help them develop scaffolded activities: templates for writing, audio books, bilingual dictionaries, testing accommodations and after-school tutoring. For ELA classes, books in translation have been provided for students when possible. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries where available. Exams are also administered in their home language when available, and if requested.

c. 4-6 years.

For these students, there is more focus on reading and writing. A balanced literacy approach is used. In-class time is spent on independent and guided reading. Students work on analysis of literature with close reading assignments, journal writing, scaffolded essays that mimic Regents essays and NYSESLAT writing assignments. We incorporate small-group work based on ability level. Academic language and vocabulary in Regents directions are directly taught in preparation for Regents exams. After-school tutoring and mock Regents exams are offered to prepare them for exams, and to allow teachers to give the students one-on-one feedback on the deficiencies they need to work on in their writing. During high stakes testing periods, students are tested in separate locations and given extended time.

d. Long Term ELLs

For long-term ELLs who are in need of ESL services because of truancy or poor attendance, collaboration with attendance teachers and the guidance department is used to set up interviews with the families to discuss long-range plans, which may include counseling, credit recovery programs, transfers to alternative settings and to GED programs.

Long-term ELLs, who do attend school regularly receive instruction that targets literacy skills explicitly. Teachers administer diagnostic tests such as periodic assessments to identify areas needing improvement. Students in collaboration with their teachers set reading and writing goals and develop a process for monitoring progress. Students work on paraphrasing; they use graphic organizers to compartmentalize information for the purpose of determining importance and synthesizing information. They are also required to write paragraphs and essays after focusing on close readings of fiction, non-fiction and current events. The writing process, peer editing, and templates for Regents essays are used. Students are encouraged to use the habits of effective readers, such as to read and reread, participate in think-alouds, discussions, and group work. The long-term ELLs in our school place mostly in the Intermediate level or the Advanced level. Efforts are made to have students reflect on their own language learning process and experience and discover ways to improve. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries. State exams in their home language are offered when available, and if requested.

e. ELLs with special needs

IEPs are reviewed and teachers work on meeting the goals set therein. Organizational and behavioral goal-setting play a substantial part in their instruction. Collaboration with the Special Education staff is made in order to learn appropriate techniques for coping with the handicapping condition. More scaffolding and direct teaching of vocabulary are used. Instruction incorporates a variety of learning styles. Otherwise, instruction parallels that given to long-term ELLs.

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

Teachers of ELL-SWDs initially rely on the Common Core Standards and Regents Exams to determine grade-level appropriate materials and skills to focus on in the classroom. Teachers then use a variety of research-based scaffolding methods such as CALLA and sheltered instruction to deliver the materials in a way that makes the content and language accessible to students. Across the content areas there is a focus placed on reading and writing skills, as well as teaching the academic vocabulary that ELL-SWDs need to understand and complete the materials given to them. The use of graphic novels, audio books, visual textbooks, physical manipulatives, and technology such as SMARTBoards and ELMOs are used in the classroom to aid teachers in differentiation of their content and delivery.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At the school, an effort is made to place ELL-SWDs in the least-restrictive environment. The school follows an inclusion model with students mainstreamed into general education classes for most of their content-area classes. Teachers have grade-level and common-subject meetings at least once a week to meet and discuss effective instructional strategies and student progress in order to promote cross-content collaboration and uniformity among the subject-area teachers. Teachers also attend monthly Professional Development sessions given by the school's Literacy Coach. The school also offers an extended-day program three days a week for students that require extra support and tutoring in their classes. Classes with high concentrations of ELL-SWDs are also equipped with an educational support Paraprofessional that provides extra support in one-on-one and small-group settings. The school also has an offering of ICT classes that are co-taught by the content area teacher and a member of the Special Education department for students that require additional support in certain subject areas. The school has implemented the RTI framework in

order to properly screen and identify the Tier 2 and Tier 3 students that are in need of academic and behavioral interventions. Most often ELL-SWDs are identified as those high-needs students and receive the appropriate in class and supplementary interventions.

### 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:	Spanish		
Social Studies:			
Math:			
Science:			

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

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

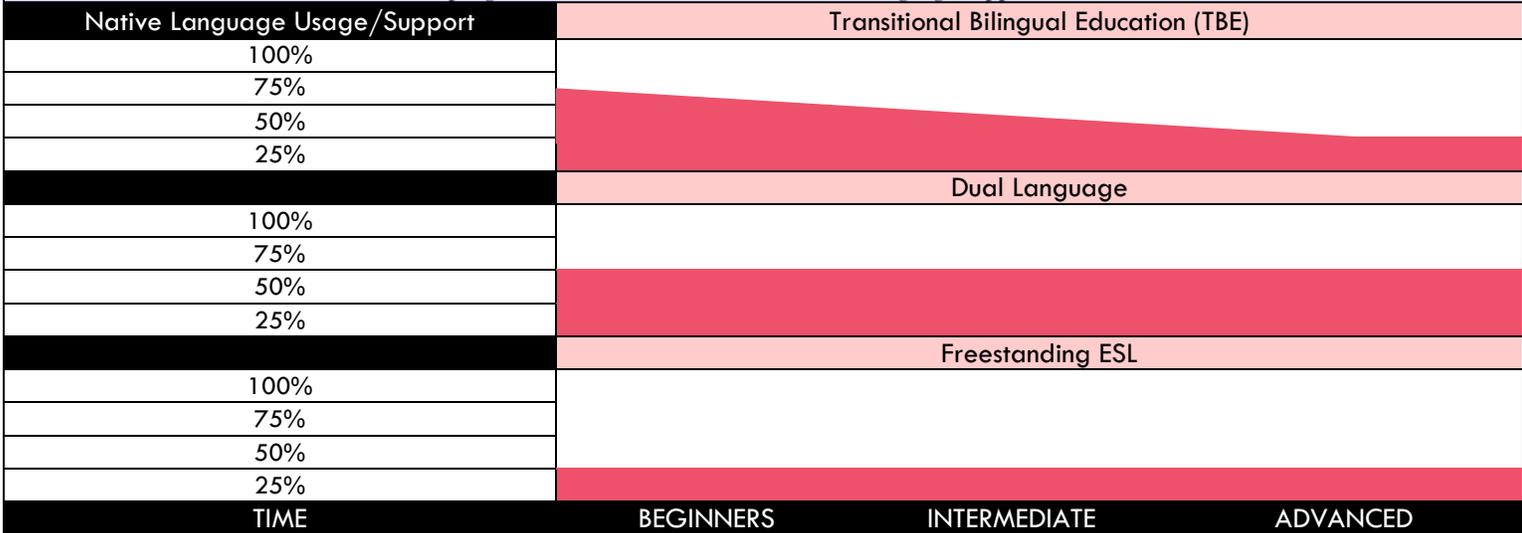
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
In content areas of ELA, Math, Science, and Social Studies, beginning level ELLs receive a lot of modeling, graphic organizers, visuals, formulaic approaches, graphic textbooks, and content-area materials in their native language whenever possible as well as the assistance of bilingual paras when possible in their content-area classes. They are paired with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries are made available. Supplementary materials in their native language are used when available such as supplemental math texts, Science materials, and graphic novels for Social Studies. Intermediate and Advanced level students are encouraged to use English dictionaries. They are given vocabulary development exercises. ELLs with special needs receive reinforcement in their ICT classes for Math and Social Studies where they are given opportunity and assistance in doing homework and work on basic literacy skills. Uniform assessments and mock Regents exams in the areas of Math, Science, and Social Studies are used to specifically target weak areas. Instruction is then focused on improving these areas in small group settings. Extended day tutoring, Regents coaching programs and Saturday programs are offered for ESL students to target their performance in ELA, Math, Science, and Social Studies. Partners such as Gear Up and Theatre Development Fund provide enrichment activities such as books, theater plays, community service activities, and college trips.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on NYSESLAT scores, Regents pass rates, credit accumulation, and graduation rates for ELLs students within the school, the current program is effective at meeting their needs. The school has had a 50% passing rate on the NYSESLAT with the majority of the remainder of the students seeing improvements in their scores. The credit accumulation and graduation rates amongst ELLs is also consistent with the rates of the rest of the student population. ELL and former ELL students are also consistently represented in the honors and AP classes within the school.
11. What new programs or improvements will be considered for the upcoming school year?  
We are considering putting ELLs in targeted homerooms so that no student falls through the cracks. ESL personnel and content area teachers will receive more training in Sheltered Instructions methods for use in their classrooms. The school is also in the process of creating a Spanish literacy Saturday Academy program that will target long-term ELLs that are not literate in Spanish in order to improve their native language literacy skills.
12. What programs/services for ELLs will be discontinued and why?  
Nothing will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are not segregated in our school. Notifications of special programs and activities are sent home in English and the students' native language. ELLs are present in all instructional after-school programs, such as extended day tutoring, as well as all extra-curricular and enrichment activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
In ESL classes, students are taught using The Source materials, Voices of Literature, and various fiction and non-fiction novels from the English Language Arts curriculum and Shining Star texts for beginning level students. NYSESLAT preparation materials from Attanasio & Associates and Pearson are also used. Students are also exposed to various forms of technology (i.e. SMART Board and ELMO) and taught basic computer literacy skills such as Microsoft Word and PowerPoint. Dictionaries and glossaries (when available) are used in the content area classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
For those students that are literate in their native language, they are offered enrollment in a Native Language Arts course for Spanish-speaking students as well as novels and other content area materials in their native language when available. Students also have access to the Regents Exams in their native language when available. For those students that are not literate in their native language, most support is offered in the form of bilingual support staff that can provide translations and explanations orally to students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All required services and resources are in alignment with students' ages and grade levels. The incoming Freshman students, especially those that also have an IEP, are given the highest level of support within the school. Those students are given the accommodations mandated in their IEPs and given the correct hours of ESL instruction. They are also further supported by the school through the school's summer bridge program, after-school tutoring, and Saturday programs. As students gets older, they are given more targeted support in order to support them in their Regents exam and meeting the requirements for graduation and beyond.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
**Newly enrolled ELLs are mandated to attend our summer orientation program. Bilingual support staff is made available and teachers monitor students to identify strengths and weaknesses so that students are appropriately placed in September.**
18. What language electives are offered to ELLs?  
**Spanish language classes and Native Language Arts for Spanish-speakers are offered to ELLs.**
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)?

N/A

## C. Professional Development and Support for School Staff

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

1. Workshops in ESL methodology are offered on our professional development days for administration, subject area teachers, paraprofessionals, counselors, special-education teachers, psychologists, speech therapists, secretaries, and parent coordinators. Subject-area teachers also receive training by the ESL coordinator during weekly departmental meetings. The ESL coordinator also receives support in instruction and compliance issues from the network specialist. Administration, subject area teachers, paraprofessionals, counselors, special education teachers, secretaries, and the parent coordinator are notified of off-site workshops and seminars offered by education schools, the Department of Education, BOCES and Children First Networks. Our Project Inquiry team has targeted ELLs for investigation and has identified and shared information with the whole staff at faculty meetings. The information is used to inform instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of Project Inquiry is to assist a greater number of ELL students to accumulate credits, develop academic language proficiency and transition out of ESL the program.

2. All teachers in the school are provided with bi-monthly professional development sessions given by the school's literacy coach on implementing the Common Core Learning Standards in the classroom. The school also has a Reading Specialist on staff that provides the ESL and content-area teachers professional development sessions on various literacy strategies to help support struggling readers and writers in the classroom. All teachers are also required to attend outside Professional Development sessions about the Common Core Learning Standards at various points throughout the year and then come back to the school and turnkey the skills they acquired to the rest of the staff.

3. Teachers have access to the proficiency levels and exam histories of incoming ELL students that will be placed in their classes. The ESL coordinator also attends department meetings at the beginning of each year to provide teachers with student profiles and uniform approaches to use with students to help ease their transition into high school. School leadership and guidance counselors, using input from subject-area teachers, have used the RTI framework to screen and tier students in order to identify the ESL students that require extra interventions and support in their transition into high school. Those students requiring extra interventions are then presented to the staff along with an academic and behavioral intervention plan for teachers to follow with ESL students. Guidance counselors attend off-site professional development sessions provided by the Department of Education or Children First Network in order to assist ELLs as they transition to high school

4. Jose P. training given to teachers includes an overview of basic ESL key terms and programs. Teachers are then provided with student profiles that are characteristic of the problems and strategies that should be used for students at every ability level. Teachers also have the ability to bring in their own lesson plans and teaching materials and work one-on-one with the ESL teacher to add modifications and differentiate their materials for the ESL population.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. There is a vibrant School Leadership Team as well as a parents' organization. Translation services, materials in Spanish and orientation sessions are offered to parents at all meetings.
  2. We partner with South Bronx Churches, which offers workshops on community organization, encouraging parental involvement. We work with the Bronx Borough President's Office Initiatives Programs on parental rights and responsibilities. Our Gear-up programs also offer parental workshops in college preparation, securing financial aid, and assisting with student laptops.
  3. Needs of the parents are evaluated by maintaining on-going communication, counselor outreach, examination of parental learning surveys and parental feedback at information sessions.
  4. We address the needs on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times that are most convenient for the parents to maximize attendance and participation from the surrounding community. For all events, whether organized by the school or the Parent Association, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance.

## 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: <b>Bronx Leadership Academy</b>		School DBN: <b>09x525</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Gaskins	Principal		11/1/13
Tanisha Shields	Assistant Principal		11/1/13
Kriston Jackson	Parent Coordinator		11/1/13
Dana Robertie	ESL Teacher		11/1/13
Charlene Wint	Parent		11/1/13
Joseph Blasher/ESL	Teacher/Subject Area		11/1/13
Rachel McCormick/Spanish	Teacher/Subject Area		11/1/13
Patricia Cortez	Coach		11/1/13
	Coach		1/1/01
Sandra Santiago	Guidance Counselor		11/1/13
Gerard Beirne	Network Leader		11/1/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **09x525** School Name: **Bronx Leadership Academy**

Cluster: **19** Network: **CEI 536**

**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**

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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.

Through ATS, reports such as the Home Language Report and the Supplemental Translation Allocation Report it is indicated that there are students who speak a language other than English at home. Review of these school documents indicates that outreach to bilingual parents requires a need for translation at meetings and written communication. There is also a survey conducted of how many parents attending meetings and open school days will require translation services and records are kept of teacher requests for in-person translation services.

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

The school currently has 320 students that have a language other than English listed as their home language. Among those students, the overwhelming majority are Spanish speakers but it also includes French, Fulani, Chinese, and Afrikaans. Teachers and staff in the school receive this information along with the list of ESL students that also might require extra translation services.

## 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.

The school will translate all official documents sent home to parents - i.e. progress reports, notifications of meetings, promotion-in-doubt letters, admissions packet letters, and all correspondence related to ESL and Special Education services. The translation of official documents can be found on the Department of Education website for fast and easily accessible translations. For other documents, translations will be provided by teachers and staff within the building.

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.

To date, we have maintained adequate staff to provide translation services. Administration, Counselors, Teachers, Secretaries, Paras, School Aides, and Parent volunteers all play a role in the delivery of services.

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

The school utilizes official translations available on the DoE's website for parental notifications. We also have access to teachers, staff and parent volunteers through the Parent Association that provide translation services for written and oral communication with parents.



**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.

<b>Part A: School Information</b>	
Name of School: Bronx Leadership Academy HS	DBN: 09x525
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 62
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: 7  
 # of certified ESL/Bilingual teachers: 1  
 # of content area teachers: 6

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:

Rationale:

Bronx Leadership Academy's Saturday Academy has been designed to provide small-group instruction to our struggling at-risk ELL students (those in the bottom-third who are in danger of not being promoted or not graduating in a timely fashion). After reviewing NYSESLAT data, Regents scores, and credit accumulation rates, we determine those ELL students that need the most support in the areas of reading and writing. The program will target 50 ELL students.

Subgroups and grade levels:

Subgroups	Grades	# of Students
Newcomers (0-3 years)	9-12	16
3-5 Years	9-12	14
LTELLS (6 years or more)	9-12	32
Total	62 students	

Schedule and Duration:

The Saturday program will begin in December of 2014 and take place every other Saturday for 24 weeks, ending in early June, with the classes running from 9:00 AM to 12:00 PM.

Language of Instruction:

## Part B: Direct Instruction Supplemental Program Information

The classes will be taught in English.

### Number and Types of Certified Teachers:

The program will be run by seven teachers. One teacher is an initially certified ESL teacher and the ESL program coordinator. Three of the teachers are Special Education teachers as well, who serve our students that receive both Special Education and ELL services. One teacher is an ELA teacher and literacy coach. The remaining content-area teachers are certified in ELA and Math.

### Types of Materials:

The program uses high-interest reading materials and online resources designed to maintain our students' focus and promote their desire to succeed. Students are provided with leveled reading materials based on data collected from the NYSESLAT and ARIS. The teachers create lessons to support the students in the areas of reading and writing in the content area of ELA, specifically targeting the areas of reading comprehension, vocabulary accumulation, critical thinking, and making connections between literary texts and nonfiction texts in writing. The students are also being supported in Math with teachers using Regents and State Exam scores to create a Regents Preparatory program to help students move towards college readiness in that subject.

The lesson plans will follow the Sheltered Instructional Observation Protocol (SIOP) model to support the acquisition of academic vocabulary necessary for students to have achieve greater levels of success on the NYSESLAT, Regents Exams, and classroom performance.

### Direct Instruction cost:

- Teachers- \$51.51
- Guidance-\$55.38
- Supervisors- \$52.84

### Budget Allocation

- 60% direct to instruction
- 10% to parental involvement
- 10% to professional development
- 20% Other than Personnel Services

### Part C: Professional Development

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

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

Begin description here:

Rationale:

The Title III Professional Development is structured to provide all teachers and staff with ESL training. The training will focus on identifying and using data to differentiate for ELL students. Teachers are also trained by a Reading Specialist in basic literacy skills in order to better support their ELL students in the content-area classes. Two of the PD sessions will be led by representatives from the CFN-356 network and a third PD session will be run by reading specialist Patricia Cortez and will focus on helping teachers with compliance with the Dignity for All Students Act.

Teachers to receive training:

Workshops in ESL support and methodologies are for the entire staff, as everyone works with ELL students. Those who will be in attendance are administration, subject-area teachers, paraprofessionals, counselors, special education teachers, psychologists, speech therapists, secretaries, and parent coordinators.

Schedule and Duration:

Training and workshops will be ongoing throughout the year, including during grade-level meetings, common-period planning periods, and on professional development days. The PD sessions are tentatively scheduled for the Chancellor's PD days on February 2, 2015 and June 4, 2015. These PD sessions will be run by Aaron Perez, Network Specialist, and Antonio Arocho, Ed. Administrator/ Achievement- Instructional Initiatives Department Instructional Support, from the CF 536 network. A third session will be run by Patricia Cortez, the literacy coach at 09X525 and will take place in December of 2014. Each session will last approximately three hours.

Topics to be covered:

Professional Development sessions will provide teachers will ESL training in the following areas:

### Part C: Professional Development

- ~ Differentiating for ELLs
- ~ Using NYSESLAT data to drive instruction
- ~ RTI for ELLs in the high school setting
- ~ Reading and writing strategies for ELLs
- ~ ELL student profiles to better inform teachers of student needs
- ~ Scaffolding techniques for the content-area classes
- ~ Compliance with the Dignity for All Students Act

Names of Providers:

Administrators: Ivan Yip, Tanisha Shields

ESL Coordinator: Nicole Spry

Literacy Coach: Jessica Strollo

Reading Specialist: Patricia Cortez

Lead Teachers

CEI-PEA

NYCDoE

UFT

CFN ELL Support Specialist: Antonio Arocho

### 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:

Rationale:

## Part D: Parental Engagement Activities

In order to get more involvement from parents of ELLs, the parent coordinator and ESL coordinator run events and workshops throughout the year open to all parents.

### Schedule and duration:

We address the needs of parents on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times throughout the year that are most convenient for the parents to maximize attendance and participation from the surrounding community. These events will coincide with parent-teacher conferences on March 26 and March 27, 2015, and May 7, 2015. Parents also have the ability to attend monthly meetings on the second Thursday of every month where they are informed of the calendar of school events and receive information about outside community resources that are available to them. These sessions will last approximate one hour. The open-door policy of the school is designed to encourage as much participation from parents as they desire when following up on the progress of their children, including the use of an online grading system through which parents can monitor the progress in real time.

### Topics to be covered:

The parental workshops are designed to allow parents to better support the academic development of the ESL students. Most workshops focus on college readiness among students and cover topics such as preparing the common application, obtaining financial aid, and visiting colleges outside of the NYC area. Workshops will also include information about how parents can best help students with their coursework outside of the classroom and further developing literacy skills in both their first and second languages.

### Names of Providers:

Parent Coordinator: Kriston Jackson

Guidance Counselors: Merlen Locke, Sandra Santiago, Ernest McDuffie, Keisha Lawrence

ESL Coordinator: Nicole Spry

Administrators: Courtenay Fortune, Tanisha Shields, Ivan Yip

### How parents will be notified of these activities:

For all events, whether organized by the school or the Parents Association, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance. In addition, all Title III documentation for parents is provided in both English and their native language to support their participation in and understanding of the services that are supplied for their children.

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

Allocation Amount: \$ \_\_\_\_\_

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