



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	07X527
School Name:	BRONX LEADERSHIP ACADEMY II
Principal:	KATHERINE CALLAGHAN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Bronx Leadership Academy II School Number (DBN): 07X527
School Level: High School Grades Served: 9-12
School Address: 730 Concourse Village West Bronx NY
Phone Number: 7182927171 Fax: 7182922355
School Contact Person: Kate Callaghan Email Address: kcallaghan@schools.nyc.gov
Principal: Katherine Callaghan
UFT Chapter Leader: Elizabeth Raynolds
Parents' Association President: Ada Goyco
School Leadership Team
Chairperson: Passion Foy
Student Representative(s): Grevelin Ulerio,

District Information

District: 07 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordam Plaza, Bronx NY
Superintendent's Email Address: elinsde@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Passion Foy	*Principal or Designee	
Taryn Martinez	*UFT Chapter Leader or Designee	
Ada Goyco	*PA/PTA President or Designated Co-President	
Chad Scott	DC 37 Representative, if applicable	
Grevelin Ulerio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tahira Rosario	Para Professional	
Mildred Nunez	Parent	
Tabitha Torres	Parent	
Alberta Cobb	Parent	
Tatiana Nolasco	Student	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

We are a High School located in District 7 in the Bronx. About two thirds of our students who matriculate in 9th grade are in the city's lowest third in 8th grade. Therefore many of our students have not had a history of success in school. The Principal is in her 5th year with the school, and AP team is entering its 4th together. 70% of our teachers do not yet have tenure, so we have a relatively new staff.

Our mission statement is to Engage Minds, Develop Leaders, and Explore Possibilities.

Partnerships:

Blue Engine: Blue Engine places TAs in 9th and 10th grade ELA and math classes to reduce teacher to student ration to 1:7. Therefore we have 14 BETAs working at our school. BETAs work for one year as a service, americorps-like year, and then have the option of doing a second year to lead a BETA team and start the teacher certification process. We are in the 3rd year of our partnership. They have helped us raise Algebra Regents pass rates from 40 to over 75%, with college readiness from 13 to 20%, and ELA Regents college Readiness from 30 to 40% and pass rates to over 60% (given at the end of 10th grade). They have also started a teacher pipeline for our staff. More information at www.blueengine.org

Imentor: We have partnered with imentor to provide each of our current 9th and 10th graders with a mentor from NYC who has graduated from College. These mentors stay with students through the four years of high school. We are part of an evaluation program of imentor who is tracking this work. More information at www.imentor.org.

Woodycrest Center for Human Development

Provide afterschool programming for our students and peer mediation classes, and some summer internships. They also will assist the deans with mediations etc. when needed.

Counselling in Schools

Through an AIDP grant we have 3 social work interns here 3 days/week to counsel and do home visits for a target group of our students (between 82-59% attendance last year) to increase attendance through a social emotional lens.

Academic/Behavioral Pilot/Carnegie Foundation

Office of secondary readiness in the DOE created a Academic and Behavioral Mindset Pilot in 2013-14 which we were a part of. We were chosen to also be a part of the work they were doing specifically in Math with the Carnegie foundation. This year we have a team of 3 math teachers working intensely with Carnegie, and a team of 5 working on expanding the work into their classrooms from what was done last year.

South Bronx Churches:

SBC is a community organizing group committed to improving conditions of education, housing and safety in the South Bronx. SBC has partnered with our families and students throughout the past

thirteen years to increase patrols near the school, build the campus we are now in, build parent leadership and support our internship program.

Strengths/Accomplishments/Challenges:

Places we are proud of:

- 13) We received proficient in 1.4 and 3.4 in our QR last year, and our school survey student results increased significantly.
- 14) We were rated WD in 4.1 of last years QR review. We believe teachers grow from January to January, and therefore, we have a system of Mid-year Review where we set goals and communicate with teachers about where they stand in terms of evaluation. Each teacher meets with an administrator once a week for approximately 25-30 minutes for coaching, support, and feedback. This system has been tweaked each of the last two years to allow for better coaching of teachers.
- 15) During 2013-14 we noticed that we had lower scores in Domain 3, Instruction, as compared to Domain 2, classroom environment. We focused our PD on 3b in faculty meetings, and then this year so far, we have seen an increase in 3b in classes.
- 16)

Challenges:

- 1) With a newer staff, who does not yet have experience to really write curriculum, our curriculum is not yet as consistent as it needs to be.
- 2) As with curriculum, our staff does not yet have the expertise to have expertly created assessments, nor do they yet have the ability to use them.
- 3) Attendance has been a consistent challenge for us as a school. Our goal has been to reach 85% for several years, and we have continued to improve, but we are not yet there.

We believe students learn best through Engagement, Challenge/Rigor, and Meta-cognition. We want students to be engaged in the work, find meaning and connection to their lives, and enjoy learning. We know that students need to be challenged in order to meet the demands of college. Lastly, we believe that our students need to understanding that the learning process is challenging and that there are social/ emotional behaviors that also need to be learned in order to be successful. The focus of our first PDs to staff this year was to reinforce our school's three core beliefs – engagement, challenge/rigor, meta-cognition. These three ingredients are essential for our students to engage in “Productive Struggle.”

The DTSDE Tenet in which our school made the most growth during the previous year is 3.4 concerning teacher and school leader collaboration. All of our teachers participate in GLT (Grade Level Team) meetings twice a week, Department Meetings once a week, and weekly 1-1 Coaching Meetings with either an AP or the Principal. In these meetings teachers follow a common structure and discuss curriculum units and lessons; do lesson studies; discuss observations and interventions; and share pedagogical practices. Our agendas and minutes are all kept in google drive, for easy weekly reading by Administrators for monitoring and planning of the GLT leader and Dept team leader meetings.

These beliefs are supported by the Danielson Rubric, particularly in 2b, 3b, 3c, 3d, 1e, and 1f. We meet with each of our teachers once a week for support. Teachers beyond the first two years picked something to work on to move them toward their ideal classroom. The progress of improvement in this area is included in the majority of classroom coaching conversations.

Through these meetings and our Aug, Nov, and Feb, monthly faculty meetings, we have supported teachers in growing in these areas. Our AP and Principal review their weekly meetings with teachers quarterly to look at progress and next steps for teachers, as well as to plan for our PD sessions over the next few months.

In 2013-14 we focused our efforts primarily on 3b in Danielson, because we believe that speaking with other students and thinking about high level questions are key in engaging and challenging students. We have worked with teachers on such techniques as turn-and-talk, think-pair-shares, wait time, and discussion sentence starters. We also had Dr. Adeyemi Stembridge from NYU lead four sessions with staff on Culturally Responsive Education to push our staff's ability to connect to students and have high expectations. Over the past four years we have transitioned to an outcomes (or Standards) based grading system so that students could clearly articulate what they know, don't know, and what they need to work on to improve. Since implementing this system, our course pass rate increased by about 10-15 percent. We are continuing to refine this system to continue to increase student learning. Last year we started working with students and staff on SPIRIT our social emotional/character acronym (Self-Control, Passion, Inquisitiveness, Respect/Kindness, Initiative, Tenacity).

As mentioned above our newer staff means one of our key areas of focus is tenet 3.3 involving curriculum development. In addition we have a robust Mid-year Review practice. Teachers submit significant reflections on their teaching responding to set questions, AP and Principal plan out long and short term pre-goals, and then we have a 30-60 minute meeting with each teacher.

Teachers are encouraged to do inter-visitations to see successful practices. Teachers work in both GLTs and Department teams to develop and institute consistent methods of improving student thinking and participation; i.e revising work based on a rubric, annotating word problems, creating outlines, weaving performance tasks more authentically through units, using group work and discussion more consistently, clarity of language around effort etc.

Each team is allowed to choose their focus and inquiry cycle, as long as it is working toward improving our curriculum and our pedagogy toward Rigor, Metacognition, and investment.

07X527 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	498 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	6	# SETSS	26 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama
# Foreign Language	10	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	85.1%	% Attendance Rate	83.8%
% Free Lunch	86.2%	% Reduced Lunch	6.0%
% Limited English Proficient	14.2%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7.88
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	69.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits	80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate	64.9%
6 Year Graduation Rate	70.5%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

07X527 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	498 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	6	# SETSS	26 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama
# Foreign Language	10	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	85.1%	% Attendance Rate	83.8%
% Free Lunch	86.2%	% Reduced Lunch	6.0%
% Limited English Proficient	14.2%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7.88
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	69.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits	80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate	64.9%
6 Year Graduation Rate	70.5%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

07X527 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	498 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	6	# SETSS	26 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama
# Foreign Language	10	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	85.1%	% Attendance Rate	83.8%
% Free Lunch	86.2%	% Reduced Lunch	6.0%
% Limited English Proficient	14.2%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7.88
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	69.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits	80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate	64.9%
6 Year Graduation Rate	70.5%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

07X527 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	498 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	6	# SETSS	26 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama
# Foreign Language	10	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	85.1%	% Attendance Rate	83.8%
% Free Lunch	86.2%	% Reduced Lunch	6.0%
% Limited English Proficient	14.2%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7.88
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	69.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits	80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate	64.9%
6 Year Graduation Rate	70.5%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

07X527 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	498 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	6	# SETSS	26 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama
# Foreign Language	10	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	85.1%	% Attendance Rate	83.8%
% Free Lunch	86.2%	% Reduced Lunch	6.0%
% Limited English Proficient	14.2%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7.88
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	69.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits	80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate	64.9%
6 Year Graduation Rate	70.5%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

07X527 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	498 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	6	# SETSS	26 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama
# Foreign Language	10	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	85.1%	% Attendance Rate	83.8%
% Free Lunch	86.2%	% Reduced Lunch	6.0%
% Limited English Proficient	14.2%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7.88
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4	69.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits	80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate	64.9%
6 Year Graduation Rate	70.5%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

07X527 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	498	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	26	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	N/A	# Drama
# Foreign Language	10	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.1%	% Attendance Rate		83.8%
% Free Lunch	86.2%	% Reduced Lunch		6.0%
% Limited English Proficient	14.2%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)		7.88
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4		69.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits		80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate		64.9%
6 Year Graduation Rate	70.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

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

07X527 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	498	SIG Recipient

Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	26	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	N/A	# Drama
# Foreign Language	10	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.1%	% Attendance Rate		83.8%
% Free Lunch	86.2%	% Reduced Lunch		6.0%
% Limited English Proficient	14.2%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)		7.88
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	53.8%	Mathematics Performance at levels 3 & 4		69.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits		80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate		64.9%
6 Year Graduation Rate	70.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

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

Based on emerging practice, we received a developing on QR indicators 1.1 and 1.2. We are working to ensure consistency of our curriculum maps across subject areas to improve our ratings on tenant 3.3. Developing strong curriculum lessons, and pedagogy is essential in supporting our teachers, two thirds of which are not yet tenured. While our Domain 2 scores are relatively strong, we are continuing to work on our Domain 3 scores, and recognize this is probably a multi-year project. Last year our PD focused on 3b. This year several grade teams and departments are doing more work around this, and we are moving onto looking at our assessment practices in more detail, to begin the process of streamlining and cohering our Assessment and curriculum practices. Our priority for this year is in building teachers knowledge and confidence and ability in 3d, from final performance tasks to IAs to work with rubrics/outcomes and feedback to students. This will be a multi-year project, especially with newer teachers, we know that understanding assessment is key to teaching and learning and the reflective cycle a teacher goes through after each lesson and unit. This year we have 13 teachers new to staff, and we need to create a process for easily transferring curriculum, sharing our outcomes/standards based grading system, and explaining our assessment strategy. Our first step is to create a plan that has some buy in from teachers, as well as builds our teacher leaders expertise, and allows us to do some research, so that we are on a longer term plan after this year.

We made significant progress on tenet 3.4. Last year we worked on refining unit maps with a lens of increasing student thinking and interest, and through this and the 1-1 coaching, we increased the percent of students who say that the teaching staff makes them excited about learning. 74% of Students said most of the teaching staff at

my school Makes me excited about learning up from 54% in 2012-2013. We will continue this work in our 1-1 meetings. Over half of teachers said that PD have helped me shift my practice to align to the CCLS, and therefore this year, we have started working with our Dept leaders on creating a process for building and refining our curriculum as part of a 3 year plan.

Part 2 – Annual Goal

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

By June, our Dept leader will create an exemplar unit based on Danielson 1e to share with their Dept, so that lessons from this unit are rating Effective 3C and 1E.
 Create a 3 year plan building and refining our curriculum and begin consolidating our Department leaders knowledge of assessments and curriculum writing and our staff confidence and knowledge of Outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Train and support Department Leaders to do inquiry based cycles with their teams, so that we can spend our meeting time later in the year building their curriculum knowledge and skills	Dept Leaders	Sept-June	AP, Principal
Create a plan for summer curriculum workshops for next years work	Teachers	May-June	AP/P
Create a plan for assessment strategies explaining connection between IAs, performance tasks, and classroom based assessments.	Dept leaders	Jan-June	AP/P, dept leaders
Research other schools, read, gather ideas to identify best practices in the development of trust	AP, Dept leaders, P	Nov-Jan	AP,P

Part 4 – Resources Needed

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

We have many of the physical resources needed for success. In order to provide more time for the work to be completed, we will need to prioritize per-session for teacher leaders. We will need to allocate funding for teacher coverages to allow for visits to other schools. Lastly, we will need to allocate time of the Principal and APs schedules to support this work. We may, potentially need to hire outside consultants if the appropriate ones were found.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority/Focus funding is being used to allocate per session to teacher leaders to support the development of more rigorous curriculum.													

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.

Create a draft of a plan, begin work with Dept team leaders where their needs are around curriculum building and expertise. Departments will share their plans by February of 2015.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
----	--	---	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

We started work with our department leaders on an in depth study of UBD curricular design. They are mid-designing their units and will teach them later this spring. We have a draft plan that we will continue to revise with our leadership team twice a year over the next three years.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on the shared school-wide beliefs that students learn best when, we have in place the following. This work led us to have a WD in 1.4 and a proficient on 3.4 in last years QR
 From the 2013-14 School Survey:
 96% of students agree or strongly agree that Most of the teaching staff at my school believe that all students can do well in school
 88% of students say most adults at my school care about me (up from 60% in 2012-13)
 90% of agree/strongly agree that there is an adult who is helping me plan for my next steps after graduation
 86% Say most adults treat all students with respect (up from 66% in 2012-13)
 81% say students at my school respect students who get good grades, (up from 61% in 2012-13)

Part 2 – Annual Goal

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

Increase the percent of students believe that students treat each other with respect, from 68% to 72% and create a plan to begin restorative justice practice for 15-16 led by the Deans Team.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Include Readings from Love and Logic, and other relevant books in deans team meetings to begin to change the mindset of the deans	Deans Team		P,AP
Send 1-2 deans to some restorative justice training	Deans Team		P,AP
Choose 1 place to start with for next year, and build a plan including training for it to happen.	Deans Team		P, AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, 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	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

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.

By February, the Deans team will be ready to dig into planning this program for the year 15-16

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
----	--	---	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Our Deans spend part of each meeting discussing restorative justice philosophy to shift their own minds. We have increased our other-than-suspension options for students, and have increased our peer-mediation team. We have been somewhat hampered by PD that is entirely on Saturdays which has been difficult for our team to attend, therefore we have less information than we had hoped. We are hoping for some summer PD days, or some restorative circles

trainings that are during the after school hours.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

We were rated Developing on 1.1 and 1.2 on the 13-14 QR. Only 36% of our teachers are tenured, and so they do not all yet have the skills to be consistently effective across the board. Our teachers all do these things, but to different levels and at different paces, and with different levels of consistency. We want to increase our teachers capacity in incorporating skills into their classrooms.

On the 2013-14 student survey: 74% of Students said most of the teaching staff at my school makes me excited about learning up from 54% in 2012-2013 We would like to continue to increase this number to over 80% of our students say that teaching staff makes them excited about learning.

Part 2 – Annual Goal

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

Shift Grade Level Team meetings to be more instructionally focused to continue focusing on making students feel like they belong in each every class by ensuring more students’ needs are being met by creating more engaging lessons, lessons focused on a sub-group, or changing to a growth mindset idea. The work will be team driven based on each teams needs, so may not be the same on each team. Create a sharing process between teams to share their thinking and their work at least twice a year. Increase 11th grade credit accumulation by 7% from 60.2 to 78%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Train Grade Level team leaders to facilitate meetings that are instructionally based, instead of logistics based	GLT leaders	Sept-June	AP, Principal
Expand the Growth mindset Pilot that was began last year by expanding to 4 teachers, send 2 of these teacher to the ABP institute	ABP teachers	Sept-June	AP, Principal
Create templates for teams to organize their work into	Teachers	Sept-Jan	AP, Principal, Teacher leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, 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	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
---	----------	---	---------------	--	-----------------	--	-----------	--	-----------	--	---------------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

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

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

February Staff survey, more than 50% of teachers will agree or strongly agree that Grade Level Teams help improve their instruction.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
---	----------	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

We met staff survey mid-year results and have shifted our work. In addition Pass rates are up in the 11th grade from last year so far.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

We use evidence to make decisions regularly, but we do not always have a clear system to document the decision and refinement of practice. We are

Part 2 – Annual Goal

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

Create 2 school wide systems to examine individual and school-wide practices in the critical areas by June of 2015. One in creating a new cycle of work in teacher teams to be more instructionally focused. One to focus on student attendance, increase student attendance from 83% to 85%.

Part 3 – Action Plan

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

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Use google drive to create agendas, and document resources from meetings	Teachers	Sept-January	P, AP
Create inquiry learning sharing protocols for teacher teams to share their work	Teachers	Nov, Jan, Mar, May/June	Team leaders, Aps, P
Create attendance tracker spreadsheet for target students	Teachers, Attendance team	Oct-May	P, Ap, Network support
Pilot use of the attendance tracker to work with target students and increase their attendance	Attendance team	Dec-Feb	P, AP

Part 4 – Resources Needed

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

Support from Network on google platform

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	--	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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.

We will have system up and running, even if we have not yet been able to use it to make adjustments.

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

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

Grade teams have shifted, and we created grade level team protocols to reflect on their work, as well have shifted the work of the leaders towards increasing facilitation ability. In addition, our attendance “heat map” is in place, and we have tried a few ways of using it, and are currently reflecting on the best ways so far.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

We were rated effective on 1.4 and 3.4 of the QR. We do need to increase the planning and reciprocal communication with families outside of the guidance and deans office.

Part 2 – Annual Goal

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

Create Grade Level specific workshops for different PA meetings to give targeted work to families. Increase Translation and access for Spanish speaking parents. Increase average number of parents at workshops by 10% from on average from 40-44.

Part 3 – Action Plan

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

4. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Work with College office and GLTs to create a grade specific parent workshop for each Grade level	Parents	Sept-Dec	PC, Aps, P
Investigate translation options – headsets, different nights for some workshops, etc.	Spanish speaking Parents	Sept-Dec	PC, Aps, P
Try a few options, have parents give feedback about what worked best	Spanish speaking parents	Mar-June	PD, Aps, P

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, 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	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
---	-----------------	---	----------------------	--	------------------------	--	------------------	---	------------------	--	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

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

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

Have planned at least 1 workshop, and have information on 2 translating possibilities

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
----	--	---	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

We have workshops for various parents – although we have focused on our seniors because of the FAFSA recently. We gathered information about individualized ear pieces for translation services or hiring a professional, and are investigating DOE vendor options for all.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All of our 9 th and 10 th graders receive extra support in class. 11 th and 12 th is determined by score on the ELA regents Reading level is used for remedial reading support. Then class grades determine students who need tutoring	Students are asked and encouraged to attend summer school if necessary. 9 th and 10 th Grade students have TAs in their classes through Blue Engine. Literacy prep courses and Humanities courses are offered during the school day to assist students in mastering skills and passing the ELA Regents exam for those who do not pass it the first time they take it. All of our 9 th graders are tested for reading level and several are then pulled into two reading classes or a humanities class for extra tutoring.	Small group in class, one-to-one, and tutoring.	Students are asked and encouraged to attend small group instruction before, during and after the school day.
Mathematics	9 th and 10 th graders receive some kind of support across the board.	There are TAs for in class tutoring in our Integrated Algebra and	Small group in class, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring

		Geometry classes. Students attend target tutoring during the summer, Saturdays, and after school. We offer targeted classes for student who have not yet passed the Regents during the day. The Honor Society offers peer tutoring for all students.		before, during and after the school day.
Science	Class grades determine tutoring. Liv Env. Scores determine who needs remediation in 11 th grade.	Students are asked and encouraged to attend a targeted tutoring afterschool, on Saturdays and over the summer. A Living Environment Prep courses is offered to all students who have previously failed the Living Environment Regents exam. Peer tutoring.	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
Social Studies	Regents scores	Students are asked and encouraged to attend a targeted Credit tutoring afterschool, on Saturdays and over the summer. A regent based/preparation course was created for students who are struggling to pass		

		<p>their history Regents Exams. A Humanities course was designed and is offered during the school day to assist students in mastering skills and passing the History Regents exams. This year we created a double period global skills class for 11th graders</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students with IEP mandated counselling. Those with attendance between 59-85%, and those who have been referred to guidance</p>	<p>One on one counseling and group counseling. Especially for those students failing more than one class, with high absentee rates, and/or discipline issues. Targeted counseling for chronically absent students through an AIDP grant and Counseling in Schools.</p>	<p>Small group, as well as 1-1</p>	<p>During the day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We created a rigorous interview process with set questions each attached to indicators that demonstrate the criteria that our school believes is necessary to be successful with our students. We use many of the best practices documented by The New Teacher Project, (TNTP) and work with TNTP consultants to ensure we hire the best teachers possible for our school. These include various retention strategies such as Professional Development, Leadership positions, positive feedback, team –teaching, for our strong teachers. We use an early notification system to identify future vacancies to start looking for candidates as early in the school year as possible.

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).
We offer our teachers many off-site professional development workshops, including many offered by Teachers College, College Board Advanced Placement, New Visions, DOE, Uncommon Schools, and others. In addition our teachers meet weekly in department and grade level teams as well as one on one with an administrator.

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).

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.

Our school is organized in both horizontal and vertical teams of teachers. Each team has a leader who meet with APs/Principal each week for communication and input on various decisions. In addition we use google forms to gather feedback from professional development and other staff events.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$439,896	X	8, 12, 17,19,20,25
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	\$105,414	X	12, 15,25
Title II, Part A	Federal	0		
Title III, Part A	Federal	\$11,200	X	20, 22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$3,069,075	X	8,12,15,17,19,20

¹**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:

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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 II**, 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 II will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

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

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

School-Parent Compact (SPC)

Bronx Leadership Academy II , 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.

On average 4 out of 10 students that start high school in the Bronx will not graduate. There are many things that can prevent a student from earning their high school diploma. As you start your high school career, we want to make you a promise.

You will graduate from high school and be accepted to college. You will receive scholarships, grants, and loan offers to pay for college. We will do everything in our power to insure this guarantee.*

Your success in high school depends on a partnership between you and the school. Below is a list of what we will do for you and what we need you to do to guarantee your graduation.

We will	You will	Your parent will
<ul style="list-style-type: none"> • Offer all NYS requirements for graduation in 4 years • Provide before school, lunch time, and after school tutoring • Offer challenging and engaging classes designed to meet and exceed the minimum requirements to graduate • Give regular and specific feedback about your progress towards college readiness • Help you set and prepare for your college and career goals 	<ul style="list-style-type: none"> • Attend school everyday unless an illness would endanger your safety or the safety of others • Arrive at school no later than 8:20 am everyday • Attend afterschool, before school, or lunch time tutoring at least once a week • Attend PM, Saturday, or Summer School when assigned • Follow all school rules and procedures without protest • Treat your peers and staff with 	<ul style="list-style-type: none"> • Attend Parent-Teacher Conferences in both the Fall and Spring • Attend at least 2 Parent’s Association meetings per year • Maintain up to date contact information with the school • Ask your student what they learned in each of their classes every day • Make arrangements that allow you to come to the school when your child is in crisis • Create quiet space in the home for

<ul style="list-style-type: none"> • Offer opportunities to demonstrate leadership and community service in and outside of the classroom • Provide counseling and mediation services to help students in crisis • Ensure the safety of every student from bullying, threats, or fear of violence • Provide make up credit and test prep classes during summer school • Listen to and address your needs, concerns, and problems 	<p>respect at all times</p> <ul style="list-style-type: none"> • Actively participate in class (Ask questions, volunteer, listen, write, etc) • Alert your teacher when you do not understand what you are asked to do • Complete all assigned classwork, homework, and assessments to the best of your abilities • Be open and honest with yourself and staff about your needs and struggles 	<p>your child to complete homework</p> <ul style="list-style-type: none"> • Schedule your child’s appointments to minimize school absences (afterschool, during school holidays, etc) • Speak with your child’s guidance counselor at least once a year to discuss your child’s progress towards college readiness • Attend parent workshops (i.e. FAFSA) when provided • Make sure student gets at least 6 hours of sleep per night • Check student’s grades once per month with report cards, progress reports, or online grade book
--	---	---

•

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 07	Borough Bronx	School Number 527
School Name Bronx Leadership Academy II		

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 Katherine Callaghan	Assistant Principal Jeremy Rynders
Coach Jonathan Shank	Coach N/A
ESL Teacher Elizabeth Reynolds	Guidance Counselor Tyrone Jones
Teacher/Subject Area Monique Cooper	Parent Aida Goyco
Teacher/Subject Area Sylvia Ruiz	Parent Coordinator Betty Robinson
Related Service Provider Ammie Duwai	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	519	Total number of ELLs	75	ELLs as share of total student population (%)	14.45%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										1	1	1		3
self-contained										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	2	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	25
SIFE	4	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	29

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	30	4	4	16	0	5	29	0	16	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	Total
Total	30	4	4	16	0	5	29	0	16	75
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
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	18	10	9	59
Chinese														0
Russian														0
Bengali										3	1	1		5
Urdu														0
Arabic											1			1
Haitian														0
French											2	3		5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	3		1	5
TOTAL	0	26	25	14	10	75								

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)										6	2	1	1	10
Intermediate(I)										4	9	9	2	24
Advanced (A)										15	11	9	6	41
Total	0	25	22	19	9	75								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19		4	
Integrated Algebra	50		38	
Geometry	7		3	
Algebra 2/Trigonometry	1		1	
Math _____				
Biology				
Chemistry	0		0	
Earth Science	2		1	
Living Environment	30		10	
Physics	0		0	
Global History and Geography	29		7	
US History and Government	10		6	
Foreign Language	9		7	
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.
 - Our school uses the Scantron performance series and the Wilson Reading Program to assess literacy levels. We have found that a majority of our students struggle with vocabulary. It is lowest scoring section along with decoding non-fiction texts. Students tend to fair the best in fiction reading. English curricula has been adjusted to put more emphasis on vocabulary and non-fiction reading.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Overall our students perform better on the speaking and listening sections of the NYSELAT but lag behind in the reading and writing sections. This pattern is seen in grades 9, 10, 11, and 12. This performance gap is mirrored in their native language as well.
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](#))
Students spend a majority of classroom time on reading and writing in order to address the data we have seen.
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?

Most students have elected to take exams in English as their content vocabulary in their native language is limited. Teachers are using periodic assessment results to inform their instruction in stand alone ELL courses. Additionally, ELL teachers are forwarding period assessment results to content teachers along with individualized goals for ELL students.
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?
Teachers provide differentiated instruction to ELL students under the advice and guidance of our ELL instructors. Teachers are regularly given performance data about their ELL students in order for them to evaluate the success of their recent instruction.
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.).
We evaluate the success of our ELLs in several ways. We look at their performance on state exams including the NYSELAT and regents exams. Additionally, we track student progress in credit accumulation and their progress towards 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](#).)
The HLIS is given to the parent by our Pupil Personell Secretary, B. Piniero, when students first register with the school. The interview is then conducted by an ELL certified pedagogue on the 1st day the family comes to the school. If the native lanugage is Spanish, the interview is completed by Ms. Raynolds. If the native language is French, we will use our French teacher, A. Dondero. If another language is used we would require the DOE interpretation service. Students identified as ELL are given the LAB-R assessment by our ELL coordinator, E Raynolds, within 10 days of student admisson. LAB administration in Spanish will be completed by Ms. Raynolds. The NYSELAT exam is also adminisitered by our ELL teachers M Cooper and S Ruiz. Our data specialist, N Vasudevan, will run ATS reports to identify students not tested.
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.
After a student is tested and found to need services, parents are invited to the school for an orientation within 10 days. Parents meet with our ELL coordinator, Ms. Raynolds (a pedagogue), who will explain to them the options avaailable to them and help them

find the program that is best suited for their child. Parents can make their selection then or return their selection form via mail or with their student. When TBE/DL programs become available for interested parents they will be contacted via phone by our parent coordinator.

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 [\[see tool kit\]](#).)
Forms are mailed to student homes and given to students in school by our parent coordinator. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information. Completed letters will be filed with student records. Students NYSESLAT and continued enrollment letters are mailed out once scores are available. Students ESL teachers collect these forms from students.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ELL coordinator, guidance counselor, and parent collaborate to agree upon the best placement of the student. Any translation needed is provided by the school. Placement letters are distributed by the ELL coordinator. Placement letters are filed with student records. Continued entitlement letters will also be filed with student records.
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.
ELL students are given a testing schedule where they are pulled from content courses in order to complete the NYSESLAT exam. Absent students are tested during a makeup testing section the next week. The testing coordinator, N. Vasudevan, pulls the list of eligible students from ATS for the ESL coordinator, E. Raynolds. Students take all 4 parts in one sitting in order to prevent partial testing.
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. 
Parent surveys are reviewed upon student admission in order to monitor trends in parent choice. All but 3 parents have elected a standalone ESL program. 3 parents desired a Dual Language Program for their students. As this is an insufficient number of students to create a Dual Language Program, we assisted those families in finding an appropriate program for their child at another school. We will continue to look out for dual language and bilingual teachers when hiring each year.

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])?
 1. a. At Bronx Leadership Academy II, we offer a mixed grade level sheltered English for beginners class, two sections of mixed grade level sheltered Intermediate/Advanced ESL, and ELL push in support in 9th grade science, 9th grade Global History, and 11th grade U.S. history.
 - b. ESL Beginners and ESL Intermediate/Advanced sheltered classes are programmed homogeneous by proficiency level and heterogeneous by grade level. Push in classes are programmed heterogeneously by proficiency level and homogeneously by grade.
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)?
 - 2) We provide 570 Minutes of instruction per week to beginners and intermediates. We provide 285 minutes of ESL services and 285 minutes of ELA instruction to advanced students. NLA will be implemented if requested from parents.
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.
 3. Content area courses are taught with a sheltered English approach. Materials are made or modified by individual teachers to be accessible to students with limited english proficiency but relevant to course standards. ELL sheltered classes uses content material from a variety of courses to assist in content specific language acquisition in addition to providing instruction on the structure and mechanics of the English language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Students are provided with translation materials whenever possible. Teachers are given access to alternative language textbooks and regents review materials. Most materials currently used are targeted towards spanish speakers as this is our majority population as of right now. The school is currently in the process of obtaining more spanish language texts and texts in Bengali, as this is a growing population this year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Students interim assessments are based off of the NYSESLAT exam and therefore include all 4 modalities. Students will take these assessment 3 times before their NYSESLAT exams.
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).

ELL students are given programs and instruction relevant to their individual needs. Teachers work in grade level teams twice per week to identify student needs and share best practices.

a) Students with interruption in formal education are assisted in making the transition back to school in several ways. If students are illiterate they enrolled in a small reading class (12:1), otherwise they are placed in our ELL beginner class (12:1 in order to receive further support. Our parent coordinator and attendance team work with families in obtaining any necessary supplies for school.

b) Students are enrolled in a team teaching ELL push in content course depending on their current credits, with a content teacher and an ELL certified instructors for 57 minutes per day (285 minutes per week). Students are additionally enrolled in a sheltered ELL course to specifically focus on their reading and writing skills for 57 minutes per day (285 minutes per week). Push in classes are programmed heterogeneously by proficiency level but homogeneously by grade. Pull out classes are heterogenous for grade and proficiency level.

c) We provide 570 Minutes of instruction per week to beginners and intermediates. We provide 285 minutes of ESL services and 285 minutes of ELA instruction to advanced students.

d) Students are enrolled in a team teaching ELL push in class with English and ELL certified instructors for 57 minutes per day (285 minutes per week). Students are additionally enrolled in a sheltered ELL course to specifically focus on their reading and writing skills for 57

minutes per day (285 minutes per week). Push in classes are programmed heterogenously by proficiency level but homogenously by grade. Pull out classes are heterogenous for grade and proficiency level

e. FELLs continue to have access to native language materials in the content classes if requested, in addition to glossaries on tests. FELLs, along with advanced ELLs, have the option to join the after school English class for continued support.

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?

A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials (grades 9-12) are made available in all of these classes.

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?

A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials are made available in all of these classes. Students are only given the supports that they are mandated to receive or that their families or teachers think would be beneficial as to ensure they have been placed in the least restrictive environment. Besides the one pull out period all other classes are in a full inclusion environment.

Courses Taught in Languages Other than English ⓘ

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

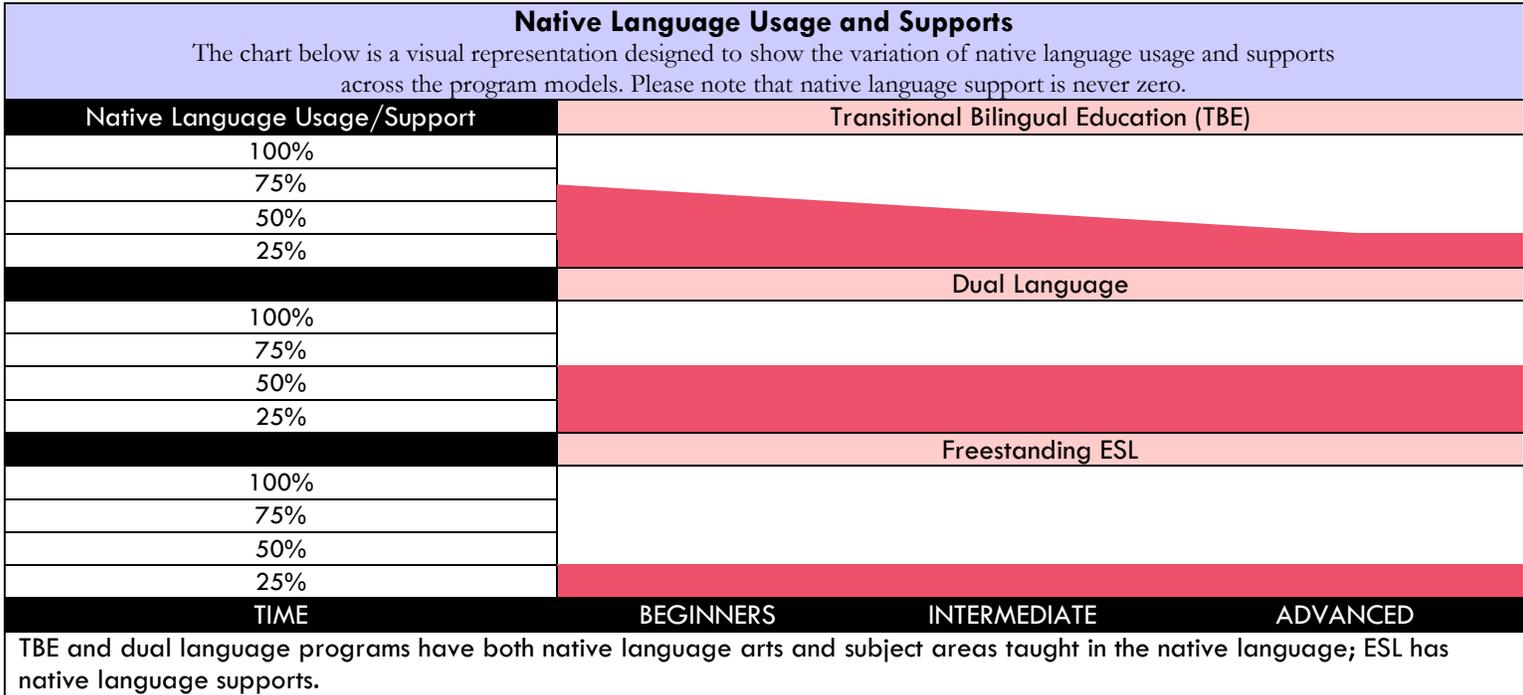
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.
Team teaching is used in ELA, Math, Science, and History to lower the teacher to student ratio for targeted students. Team teaching services are typically offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELLs have continued to struggle in reading and writing development more so than in listening and speaking, as demonstrated in boy the NYSESLAT and ELA regents.
11. What new programs or improvements will be considered for the upcoming school year?
We have partnered with the Blue Engine Teaching Assistants program to place college educated teaching assistants in every 9th and 10th grade ELA and Math courses. This means that all 9th and 10th grade ELLs have student to staff ratio of no more than 5 to 1 in their math and ELA courses. We anticipate this will greatly improve their reading and writing performance.
12. What programs/services for ELLs will be discontinued and why?
We previously offered a small (~15 student) English class for 9th grade students with struggling literacy skills (that often contained a high amount of ELL students). Additionally, we had push ELL services for 9th grade ELA classes. Since we have allocated resources for teaching assistants in those areas we have decided to discontinue the small class and move push in service to social studies and science.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are permitted to participate in all school programs. Students with LEP are partnered with bilingual students to assist in afterschool programs. Bilingual staff are present both before and afterschool to help students with any potential language barriers. ELL students are invited to participate in extracurricular activities during club fairs at their lunch, over public announcements, and by flyers throughout the school. ELL students are offered afterschool tutoring in all content area and english courses.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Bilingual dictionaries, Rosetta Stone Language Software, Alternative language textbooks, and Edge Curriculum (for Intermediate and Advanced Students)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided by bilingual staff members and through partnering students with more proficient bilingual students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Resources are purchased that are designed for use with high school age students, grade 9-12.
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.
Prior to the school year new students are encouraged to attend a one week bridge program ran by our 9th grade teacher team and our community partner, Woodycrest Center for Human Development. ELLs that enroll during the school year are introduced to the school by a collaboration of the guidance counselors, ELL coordinator, and their grade level teacher team.
18. What language electives are offered to ELLs?
French and Spanish.
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) Outside Professional Development will be used to support our ELL staff. ELL staff then provide ongoing PD for content teachers of ELLs, assistant principals, paraprofessionals, psychologists, secretaries, and parent coordinators. PD planned to date includes:
 - 10/29 - Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators
 - 11/21 - Interschool Visit
 - 11/22 - Interschool Visit
 - 1/28 - Enriching World Language Instruction: Practical Strategies and Interactive Activities for Increasing Your Students' Achievement and Motivation
 - 2) Teachers meet one period per week with their assigned supervisor to discuss curriculum plans, lesson plans and strategies alligned to the Common Core Learning Standards and how to continue to best support our ELL students in meeting these standards. This involves classroom observations, lesson study, lesson reflection, intervisitations, and reflection.
 - 3) 9th grade staff meet twice per week to discuss student transitions from 8th to 9th grade
 - 4) Our professional development plan for all new personnel working with ELLs includes a teacher orientation and training in August before the start of the academic year. The training takes place over 2 days for 4 hours each day. Attendance records are maintained by administration. Teachers observe and practice literacy strategies, learn how to identify ELL students, and write lesson plans.

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) Parent association meetings take once per month and with spanish language translation provided. Half of front office staff is bilignual in English and Spanish to ensure parents can be greeted in their native language.
 - 2) The school is partnered with two community support organizations, South Bronx Churchs and Woodycrest Center for Human Development.
 - 3) Parent surveys and parent coordinator feedback
 - 4) Parent coordinator works to provide workshops relevant to parent needs. Workshops include college readiness, FAFSA information, internship and job training, etc.

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: Bronx Leadership Academy II

School DBN: 07X527

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katherine Callaghan	Principal		11/13/13
Jeremy Rynders	Assistant Principal		11/13/13
Betty Robinson	Parent Coordinator		11/13/13
Elizabeth Raynolds	ESL Teacher		11/13/13
Aida Goyco	Parent		11/13/13
Monique Cooper	Teacher/Subject Area		11/13/13
Andrea Dondero	Teacher/Subject Area		11/13/13
Jonathan Shank	Coach		11/13/13
	Coach		1/1/01
Tyrone Jones	Guidance Counselor		11/13/13
Derek Jones	Network Leader		11/13/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **07X527** School Name: **Bronx Leadership Academy II**

Cluster: **5** Network: **561**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

RHLA report in ATS was used to identify 194 of our 506 total students home language was Spanish. There are 11 students whose home language is not English, Spanish, or French.

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

All materials mailed home to parents should be available in Spanish and English. When parents come into the school we should be able to provide oral interpretation in Spanish, Sign Language, and French. Additionally, staff members calling homes will need in school contacts for interpretation in Spanish and French. There are 11 students whose home language is not spoken by a school staff member. Faculty and staff have been provided with instructions on how to use the DOE oral interpretation for communication with those families. Translation and interpretation methods were described to staff during professional development in the beginning of the school year.

Part B: Strategies and Activities

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

All mailings and letters sent home to parents are sent in both English and Spanish as these are the languages of 93% of our student's homes. Spanish translations are completed in house by our bilingual family worker. Additionally, Spanish translations can be performed by the school secretary and our dean/community associate. Parents are surveyed in the beginning of the year about how they would like to be contacted by the school. Our parent coordinator has this survey translated by the DOE's translation unit so that it is available in all student languages. Further translations are then made by outside vendors as parents request them.

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.

Oral interpretation services will be available in the school in the following languages: French, Spanish, and Sign Language. Phone interpretation is also available in Spanish and French. These services will be provided by our school staff. Spanish interpretation is available from our secretary, community associate, our two Spanish teachers, and our family worker. French interpretation is available from our French teacher. Sign language interpretation is available from our sign language instructor. Interpretation in other low incidence languages will be made available upon request/need. This will require the use of an outside contractor.

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

Our parent coordinator provides each parent with a copy of the Bill of Parent Rights and Responsibilities in their native language. These are distributed when students register with the school and during open school nights. The parent coordinator posts a sign in the most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. This is principally accomplished by our bilingual office staff that can answer phones in the native language of 93% of our students.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Bronx Leadership Academy II	DBN: 07X527
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 59
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

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: We will be running after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will read high interest, grade appropriate text with the assistant of an ELL instructor, E Raynolds. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-11. Students will work as one group of 20 students. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

After School Program

We will be running after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will read high interest, grade appropriate text with the assistant of an ELL instructor, E Raynolds. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-11. Students will work as one group of 20 students. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

ELA/ESL Small group instruction will be from October 2014 to June 2015 for 2 days/week, Monday and Tuesday, 2 hours/day=4 hours/week for 32 weeks of after school instruction for a groups of 20 students in grades 9-12 with reading high interest texts of student choice and content specific texts when appropriate. Students will focus on reading popular fiction texts chosen by the students (ie. "The Hunger Games") with our ESL teacher 2 days per week. Title III will fund and pay per session for the ESL teacher.

Our certified ESL teacher will collaboratively plan and deliver instruction in a team teaching model with a certified history teacher for one group of 20 students in grades 9-12 during 1 day a week (Wednesday) for 2 hours a day for 32 weeks. We have chosen to further support social studies because many of our ELL students struggle to pass the Global History Regents exam. Both teachers will be responsible for instruction at the same time. Students will be working together as one group. A history teacher, D

Part B: Direct Instruction Supplemental Program Information

Gannon, will team teach with the ESL certified teacher. They will use primary source documents pulled from prior Global History exams and teacher developed texts. Instruction began October 2014 and will run until June 2015 on Thursdays. Title III will pay per session for this History program only for the ESL teacher.

Small group instruction will be 3 days/week 2 hours/day=6 hours/week for 32 weeks = 192 hours of after school instruction with reading high interest texts of student choice and content specific texts when appropriate. Students will focus on reading popular fiction texts chosen by the students (ie. "The Hunger Games") with our ESL teacher 2 days per week. Our certified ESL teacher will collaboratively plan and deliver instruction in a team teaching model with a certified history teacher during 1 day of the 3 per week. We have chosen to further support social studies because many of our ELL students struggle to pass the Global History Regents exam. Both teachers will be responsible for instruction at the same time. Students will be working together as one group. A history teacher, D Gannon, will team teach with the ESL certified teacher. They will use primary source documents pulled from prior Global History exams and teacher developed texts. This is above and beyond the mandated minutes that the students are required under CR Part 154. Instruction began 10/1/12 and will run until June Regents (6/7/12) on Mondays, Tuesdays, and Thursdays. Direct instruction will therefore use over \$9800 in teacher per session for the ESL teacher alone. The history teacher is being funded from another allocation.

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: Our ESL staff have a great diversity of experience from 2-8 years. Therefore our greatest PD need is to obtain greater expertise for our ESL department. Our AP of supervision, M. Flynn, and principal have arranged for each teacher to have a weekly 1 on 1 meeting to plan, discuss, and debrief high quality instruction for our ELL students. These workshops began in September and will continue until June. Since they are performed every day of the school year, it is impractical to list every date. Our ESL coordinator, E Reynolds, is mentoring 2 other ESL teachers, M Cooper and A Dondero, during our continued expansion of a push-in ESL model for ESL students in 10th grade Global History and 11th grade US History. They will work with Ms. Smith and N Sowa (content teachers) to better ELL instruction and differentiation techniques in history which has proven to be the most difficult for our ELL students. Lastly, M Flynn is working with the History department at weekly meetings to implement techniques that encourage students to speak and write more in class. Since these meetings take place every week, it would be impractical to list every date of the 36 meetings. All teachers participate in both weekly one on one coaching workshops and weekly 2 hours department workshops from September to June. The presenter at 1 on 1 coaching workshops is AP Supervision Mike Flynn and Principal K Callaghan. They take place during the school day. The presenter at weekly department workshops is ESL coordinator E Reynolds and AP Supervision Mike Flynn. They take place on Wednesday after student dismissal during staff PD time. Workshop titles tentatively include:

Managing student behavior - September 2014

Creating a learning environment of respect and rapport - October 2014

Differentiated instruction - January 2015

Part C: Professional Development

using questioning and discussions - November 2014
selecting appropriate texts for low level readers - February 2015
engaging student in learning - March 2015

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: Parent activities BLA II parents - including parents of ELLs - have numerous opportunities to become involved in their child's education. Our Parents Association meets monthly in the evening. Parents Association meetings include translators for parents who do not speak English. Parents may elect to serve on the School Leadership Team. In addition, teacher teams frequently invite parents to meet with them both during and after school. Topics are chosen relevant to upcoming events in the school and the needs of parents found by our parent coordinator, B. Robinson. Parents are notified of these meetings by mail and telephone. Both modes of communication are provided in English and Spanish.

BLA II partners with South Bronx Churches, a community-based organization (CBO) which provides a number of services for parents and students. In addition, we have a relationship with Woodycrest, another CBO. Woodycrest staff members provide services to students and parents during the school day and after school. Both organizations work with our Parents Association to deliver content relevant to community needs.

Our Parent Association and Parent Coordinator survey parents annually to to evaluate their needs. Parent Association meetings, incentive programs, and other after-school activities are geared to meet the needs of parents as expressed to the Parents Association and the Parent Coordinator. Parent workshops are held on 9/17, 10/15, 11/19, 12/17, 1/14, 2/25, 3/18, 4/22, 5/13, and 6/10. Presenters include Parent Coordinator B Robinson, Community Organizer M Stanley, Principal K Callaghan, AP Guidance P Foy, College Counselor D Buie, Guidance Counselors T Jones and N Archibald, and other invited guests. Workshop titles may include:

FAFSA completion - 3/18
applying for college - 12/17
Helping your child study at home - 1/14
Resources for housing support - 9/17

ELL Parents are included in all activities. Translators are always provided and invitations are made in the parents home language.

Part E: Budget

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

Allocation Amount: \$11200

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