

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

DBN: (i.e. 01M001):

07X551

School Name:

URBAN ASSEMBLY BRONX ACADEMY OF LETTERS

Principal:

BRANDON CARDET-HERNANDEZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: 6-12 School Number (DBN): 07X551
School Type: Public Grades Served: 6-12
School Address: 339 Morris Avenue
Phone Number: 7184012891 Fax: 7184016626
School Contact Person: Erin Garry Email Address: EGarry2@schools.nyc.gov
Principal: Brandon Cardet-Hernandez
UFT Chapter Leader: Jake Thomas
Parents' Association President: Deb Debue
SLT Chairperson: Jake Thomas
Steven Kerlew
Student Representative(s): Destiny Vasquez

District Information

District: 01 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordam Plaza
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-5858

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 105 Network Leader: Shannon Curran

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brandon Cardet-Hernandez	*Principal or Designee	
Jake Thomas	*UFT Chapter Leader or Designee	
Debra Debue	*PA/PTA President or Designated Co-President	
Yennys Nin	DC 37 Representative, if applicable	
Steven Kerlew Destiny Vasquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Monge	Member/Parent Coordinator	
Laura Mercogliano	Member/ Teacher	
Carmen Rodriguez	Member/Parent	
Nelida Gonzalez	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

- 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 CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- 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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

History

When the Bronx Academy of Letters opened its doors as a high school in September 2003, our founders – a dedicated team of students, parents, teachers, and community leaders – were united by a single idea: students who can express themselves clearly in writing will meet with more success on any path they choose in life. Today, our rigorous, college-preparatory academic program spans grades six through twelve. Our curriculum includes advanced placement and honors courses, senior and master-level arts electives, and academic intervention services.

Bronx Academy of Letters is part of The Urban Assembly (UA), a network of 22 public schools throughout New York City. UA is dedicated to empowering underserved youth by providing them with the academic and life skills necessary for college and career success. UA works with the NYC Department of Education to create and manage public schools where all students graduate and attain success in college and careers. UA works towards this goal by providing UA schools with intensive support around instruction, college readiness and student opportunities.

Mission

In addition to challenging academic work, we are also committed to promoting flexible, self-motivated learning *outside* of the classroom. Our teachers facilitate a wide variety of extracurricular programs, including student government, gay-straight alliance, drama, art, dance, cooking, book / library club, senior graduation, prom, and yearbook committees, and athletics such as basketball, baseball, soccer, and martial arts. During the year, our students participate in regular field trips to arts institutions, community outreach centers, job sites, colleges, and universities.

At Bronx Letters, our programs are each firmly grounded in the values of vision, integrity, tenacity, compassion, self-expression, and inquiry. Our graduates are highly articulate, critical readers and writers, fully prepared to tackle the opportunities they'll discover in college and careers. They are capable problem solvers. They take pride in their independence, organization, and confidence. They celebrate engagement with and service to the community. They are healthy, energized, and fit. They cultivate and pursue wide and varied ambitions to be anything from poets, journalists, and musicians to politicians, doctors, and scientists. They are ready to maximize their learning and growth – not only during college years, which serve as the gateway to so much future opportunity and success, but throughout their lives.

Writing

Of all the small, theme-based public schools in New York City, Bronx Letters has consistently been at the forefront in supporting its theme—in our case, the basic and essential skill of writing. Writing is the foundation of our academic program. We have regular assemblies, the Writers' Forums, in which writers of all genres present their work to our students; and, as a supplement to our already rigorous writing program, our students run their own newspaper, *The Raven*, and literary magazine, *One Pen*. But it is through our Writer in Residence (WIR) that our students have the rare chance to truly feel like writers, to see writing as a vital art form that grows out of academic rigor to become something bigger. Our WIRs are professional writers who have spent years developing their skills and expertise. We further support our students as writers through our partnerships with universities and corporations, which allow us to place students in after school and summer writing programs and literary internships.

Advisory

The Letters advisory system provides teachers and students with the opportunity to develop long-term relationships, both inside and outside the traditional classroom, and contributes to a strong sense of community within our school. Through this system, students gain advocates they know and trust. Each advisory group consists of 12 to 15 students and one staff member. As part of the advisory curriculum, freshmen practice leadership, communication, and study skills. Sophomores, juniors and seniors work with advisors to create academic plans that will prepare them for life after high school. Middle school students develop the skills for high-school readiness.

Enrichment

The Bronx Academy of Letters is committed to ensuring that every student is meaningfully engaged during his or her out-of-school time, both during the school year and in the summer. Our enrichment coordinator supports students with placement into exciting student internships, arts programs, community service opportunities, and pre college programs. Additionally, our MS is part of the MS Quality Initiative and has a full after-school partnership with Eastside Community House, where students engage in daily activities from homework help, cooking, step, dance and a book club. Across the

6-12 students are able to access art enrichment afterschool with partnerships that provide acting classes and musical training. Additionally, every Bronx Letters student travels annually as part of a series of grade-wide trips, whether to a local arts institution, an outdoor education camp, or to another city for a college tour. Finally, many students have the opportunity and financial support the UABAL Advisory Board to travel overseas at least once during their high school experience. Current students have had the opportunity to visit countries including England, Thailand, Peru, South Korea, and Dominican Republic.

Student Leadership

Students at Bronx Letters participate in a variety of student led programs. Peer Group Connection (PGC) is a student leadership course that matches 11th and 12th grade mentors, or "peer leaders" with small groups of 9th graders. Our House Council consists of students across the 6-12 representing their peers through planning and implementing engaging and celebratory Founders' Day assemblies as well as events like Field Day and our annual Thanksgiving Celebration. There are also students who spend their free time helping to tutor their peers at our school's Writing Center and others who help to resolve conflict through our Peer Mediation program.

College

A chief goal of our academic program is to prepare our students for successful study at whatever college they choose to attend. The college office works with students to establish a culture that understands the significance of the college essay, detailed resume, college selection process, and graduation requirements. Students in MS begin this exploration through college trips and students in HS take part in Let's Get Ready, an after-school SAT prep as well as heightened access to the College Office. Additionally, during the spring semester of their junior and senior years, students work with the College Counselor to prepare for college life and independence. Our students have attended SUNY Stony Brook, SUNY Albany, SUNY Binghamton, CUNY-Baruch Honors Program, Northeastern, Fordham, Temple, University of New Haven, Johnson & Wales, University of Rochester, Sarah Lawrence, Skidmore, Wesleyan, and Columbia, among others.

Strengths:

- 85.3% of 9th graders earned enough credit to be on track for graduation
- 6 yr graduation rate (89%) is extremely strong compared to city (73%) and borough (65%)
- School Environment overall is solid, will need to enhance teacher perception and experience to show growth in 14-15
- Post-Secondary Enrollment rate at 6 months is great- 70% and 75.4% of peers.
- Post-Secondary Enrollment rate at 18 months- also strong at 71.3% but not as strong against peers at 62.2%
- School excels in moving students to Least Restrictive Environments
- Student gains from incoming prof. levels to Regents is strongest in ELA, followed by Math, Science and then US.
- For our peer group- College and Career Readiness is strong, exceeds our target in nearly every area.
- Student Progress in ELA for IEP students is strongest amongst performance outcomes.
- 95% of former 8th graders earn enough HS credit to be on track as 9th graders.
- School excels in moving students to less restrictive environments

Concerns:

- Credit accumulation in Year two
- Global and Math performance on Regents. Global is a 29.8% pass rate, while Math is at 61.4%.
- Four year graduation rate
- Performance on MS State Exams in both ELA/Math at 24% of peer group for each.
- Course pass rates, while reflective of student performance are low compared to city and district averages
- Student/Teacher satisfaction and perception on School Environment areas is low.
- ELL outcomes on State Math and ELA are lowest amongst special populations.

- Attendance last year was at 89.7%.

In order to shift teacher satisfaction and perception, while also yielding results in credit accumulation, state exams, attendance and graduation, a deep and meaningful shift has to be made to teacher support teacher preparedness through planning. Restructuring teacher teams, distributing teacher leadership and focusing teacher planning on common core alignment and performance tasks will allow strategic data tracking while also improved pedagogical approaches. Additionally, increased 6-12 community events will strengthen the learning environment, develop whole-school cohesion and build a culture of unity.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths

- “The school's focus on preparing student in verbal and written expression through literacy across the content supports high expectations ensuring students are provided with opportunity and support for clear paths to college and career.” (QR)
- “Students are expected to produce work that is similar to the demands they will face in post-secondary courses. Extended writing tasks such as research-based exhibition projects are judged by a panel, based on a rubric that assesses quality of the investigation, findings, and presentation. For students that struggle to meet expectations, teachers are available after school for extra individualized and small group help and provide students with opportunities to complete missed work, thus supporting all students towards attaining high expectations. Teachers submit course syllabi and unit plans much in the way this is done in college, and expectations for teacher practice are shared via frequent staff meetings and ongoing professional development, which engages teachers in studying the components of practice in the Danielson framework.” (QR)
- “Administrators and staff meet regularly with teachers and engage in professional development and study groups focused on building a shared understanding of the instructional practices and prioritized goals based on the Danielson Framework. Individual planning conferences with the principal, resulting in goal setting for teachers, were held at the beginning of the year and a structure for frequent cycles of observation and feedback was established. Teachers state that they participate in professional development and study groups around the Danielson competencies.” (QR)
- “... they receive feedback from their colleagues and new teachers receive differentiated support from administrators and mentors. Although teachers articulate that they are aware of the school wide goal to improve how they facilitate student discussions and employ instructional moves that increase student ownership, feedback about their practice is inconsistent across grades. The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year.” (QR)
- Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teacher and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons.” (QR)
- 85% earn 10+ credits in 9th grade (School Quality Snapshot)
- “Teachers create rubrics and analyze data from common assessments... resulting in adjustments to curriculum and instruction to meet students learning needs.” (QR)
- 72% of teachers were provided with content support (Learning Environment Survey)
- Teachers meet weekly in departments and grade teams (2014-15 SY)
- Instructional Leads meet weekly with Admin (2014-15 SY)
- Cabinet meets weekly with Admin (2014-15 SY)
- Instructional Triad (Principal and 2 Instructional APs) meets weekly to plan and revise teacher PD (2014-15 SY)
- Teacher PD is sequenced in thematic weekly PD plan, aligned to instructional foci and planned with goals, objectives, benchmarks and assessments. "A" weeks are Instructional Foci aligned. B weeks are workshop options and planning (2014-15 SY)
- Classroom Management Book Club meets bi-weekly with AP (2014-15 SY)
- Classroom Management Execution Clinic meets bi-weekly and is led by Instructional Lead of the math department

(2014-15 SY)

- Quarterly Intervisitations (2014-15 SY)
- Quarterly Instructional Lead Department Walkthroughs (2014-15 SY)

Needs

- “Targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally. For a set of teachers, there has been no formal feedback. As a result of inconsistency in observations and the feedback cycles for teachers, there are many missed opportunities to improve pedagogical practice across the school.” (QR)
- “Increase consistency of effective instructional strategies across grades and content areas so that all students are engaged in discussions and tasks that reflect higher order thinking and reflection” (QR)
- “Ensure that structures of observation and teachers practice using the Danielson framework result consistent feedback across grades” (QR)
- “In classrooms visited across grades and subject areas, school wide expectations for instructional strategies such as questioning, small group work, high levels of student engagement and participation, were inconsistent.” (QR)
- In several middle school classrooms for example, although lessons were aimed at engaging students in analyzing text and sharing their reflections, the majority of instructional time was teacher-directed and provided little opportunity for student self-directed learning or discovery. Teachers ask many higher order questions that require inference such as, “What do you think the article is saying?”, but these are followed by minimal wait time or the teachers' own examples and summaries, limiting time for student reflection and engagement in discussion.” (QR)
- In a special education class, students observed as the teacher provided an example of an exhibition project. However, most students were passive and did not engage in meaningful reflection or discussion. On the other hand, activities and tasks embedded in high school lessons related to students' culminating exhibition projects include higher order skills in discussion and writing and produce opportunities for students' natural engagement in feedback to peers. For example questions initiated by students in a geometry lesson, included a student asking if they could use a previously learned process to construct angle bisectors.” (QR)
- “In a Socratic seminar, students engaged in a higher order discussion while the teacher served as a facilitator. Additional higher order discussion and participation with rich content vocabulary was observed in an Introduction to Rhetoric class in which students determined which element of rhetoric they could infuse into an end-of-year essay requiring them to convey their high school journey. However, this level of discussion was not the trend for most of the lessons observed.” (QR)
- The inconsistent use of questioning strategies and student involvement in their own learning results in many missed opportunities to cognitively engage all students and hinders the schools' strong attempts to promote higher order thinking.” (QR)
- 4% met state standards on MS ELA (School Quality Snapshot)
- 4% met state standards on MS Math (School Quality Snapshot)
- 84% pass rates in core subjects in MS (School Quality Snapshot)
- College readiness rate is 21% in HS (School Quality Snapshot)
- 65% graduation rate with 4 years (School Quality Snapshot)
- 55% of 10th graders earned enough credits to be on track for HS graduation (School Quality Snapshot)
- “... work towards common core alignment” (QR)

Part 2 – Annual Goal

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

To ensure improved common practices and more rigorous instruction across the grades 6-12, teachers will co-develop three Common Core aligned units per-teacher with three common core aligned performance tasks by the end of the year.

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, 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>
Teachers will identify key Common Core power standards within each department. Departments will break standards down into skills. This will occur in three cycles throughout the year.	Teachers	Cycle One: September-October, Cycle Two: January-February, Cycle Three: April-May	Instructional Leads, Assistant Principals, Principal
Teachers will revise units to incorporate Common Core Power Standards and skills. This will occur in three cycles throughout the year.	Teachers	Cycle One: October-November, Cycle Two: February-March, Cycle Three: May-June	Instructional Leads, Assistant Principals, Principals
Teachers will co-develop and revise Common Core aligned performance tasks aligned to the Common Core Power Standards and skills identified by the department and co-signed by administration. This will occur in three cycles through the year.	Teachers	Cycle One: October-November, Cycle Two: February-March, Cycle Three: May-June	Instructional Leads, Assistant Principals, Principals
Teachers will implement tasks, collect data and do a gap-analysis in order to support and customize learning to continue to accommodate for skill gaps. Cycle one will operate as a baseline, Cycle two will operate as an interim assessment, and cycle three will operate as a summative skills assessment	Teachers	Cycle One: December, Cycle Two: March, Cycle Three: June	Instructional Leads, Assistant Principals, Principals
Teachers will revise curriculum for 2015-16 SY during department retreats, using data collection from cycle 1 and 3, in order to strengthen planning and common core alignment for the current and following school year	Teachers	December and June	Instructional Leads, Assistant Principals, Principals

Part 4 – Resources Needed

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

adjustments, etc.

Instructional Leads will meet weekly on Tuesdays between 4-5pm in order to strengthen common core bandwidth and instructional leadership

Per-session will be used to compensate Instructional Leads

Teachers will plan during Wednesday PD session and weekly department meetings

Teachers will have coverages for department retreats 2X per year

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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.

Given the three cycles that we are moving through, there are actually three points throughout the year where Instructional Leads and Administration are measuring and evaluating success (See Action Plan). In order to meet the goal, each week we have an Instructional Triad (Principal, AP Garry and AP Rowe) meeting where we analyze data, discuss instructional practice and plan/develop professional development. Three times per year (December, March, June), Instructional Triads will analyze performance data, reflect on shifts, next steps, and celebrate successes.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths

- “79% of students feel safe in hallways, bathrooms, locker rooms and cafeteria” (Learning Environment Survey)
- “63% of students say that most students in the school treat each other with respect” (Learning Environment Survey)
- “School provides a safe and nurturing learning environment that values student voice in decision making and supports the academic and personal growth of diverse learners.” (Quality Review)
- “92% of parents are satisfied with the education their child has received.” (Learning Environment Survey)
- ESI Grant (9-12)
- Peer-Group Connections (9-12)
- GSA (6-12)
- House Council (6-12)
- Advisory Program (6-12)
- Community Garden and Farm Stand (6-12)
- East-Side Community House Middle-School After School Program- 5X per week with full-time program coordinator and part-time social worker (6-8)
- Restorative Justice & Suspension Prevention Interventions (6-12)
- Peer-Mediation (6-12)
- Men’s Group (9-12)
- Making Theater (9-12)
- Community Mural Project with partner organization DreamYard
- Choir (6-12)
- PSAL
- Jiu Jitsu (6-12)
- Young Runners (6-12)
- Three Writers In Residence (6-12)
- One Pen (Literary Magazine)
- Raven (Student Newspaper)
- Writers Forum (6-12)
- Founders Day Assembly (9-12)
- House Council Assembly 9-12)
- House Council Assembly (6-8)
- Full-time program coordinator
- Full-time college counselor
- Full-time social worker
- Full-time guidance counselor
- College trips (6-12)
- School Culture Team with weekly Kid-Talk (2014-15 SY)

Needs

- 6-12 cohesion (evidenced in lack of continuity in community events and instructional continuity indicated in

the QR)

- 6-12 community building
- 37% of 8th graders move from MS to HS within the building
- 17 new teachers in 2014-15 SY

125 suspensions in 2013-14 SY

Part 2 – Annual Goal

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

In order to improve school culture, develop unity amongst our 6-12 community, and strengthen a safe and supportive environment within our school, students and staff will engage in three community-wide events prior to the end of the 2014-15 SY leading to a 3% increase in students selecting Bronx Academy of Letters as their first choice for high school on their high school applications.

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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	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>
House Council (MS), House Council (HS) and Senior Committee will collaborate on planning and executing our first-ever school-wide Thanksgiving Assembly	Students, Staff, Alumni, and Families	October-November	House Council, Senior Committee, Principal, APs, and program advisors
House Council (MS) and House Council (HS) will collaborate on a first-ever School-Wide Award Ceremony highlighting student successes and celebrating student achievement across 6-12.	Students, Staff, Alumni, and Families	February	House Council, Principal, APs, and program advisors
End of Year School-Wide BBQ in order to bring together the entire community, celebrate the end of a school year and acknowledge our 6-12 community	Students, Staff, Alumni, and Families	June	Principal, APs, School Culture Team

Part 4 – Resources Needed

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

Schedule adjustments for school-wide events, building council agreement on shared space utilization, organizational support for student-led events, donations for End-of-Year BBQ

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	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:

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

Admin meets weekly to review programmatic work. In October, January and May admin will begin to execute the three activities/strategies listed in the action plan. Following each event, we will come together as a community to reflect on success and next steps.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths

- “The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year.” (QR)
- “The school's focus on preparing student in verbal and written expression through literacy across the content supports high expectations ensuring students are provided with opportunity and support for clear paths to college and career. Students are expected to produce work that is similar to the demands they will face in post-secondary courses. Extended writing tasks such as research-based exhibition projects are judged by a panel, based on a rubric that assesses quality of the investigation, findings, and presentation.” (QR)
- “For students that struggle to meet expectations, teachers are available after school for extra individualized and small group help and provide students with opportunities to complete missed work, thus supporting all students towards attaining high expectations. Teachers submit course syllabi and unit plans much in the way this is done in college, and expectations for teacher practice are shared via frequent staff meetings and ongoing professional development, which engages teachers in studying the components of practice in the Danielson framework.” (QR)
- “Parents say the staff and administrators are in constant communication via phone, email, and in-person, to keep them abreast of their children's progress and provide them with strategies to help their children meet goals. As a result, the school has already exceeded goals in credit accumulation as evidenced by a 10% increase in the percentage of students earning 10 plus credits in the first year of high school, and a 25% increase in the percent of students in the lowest third earning 10 plus credits in their first year “ (QR)
- “Administrators and staff meet regularly with teachers and engage in professional development and study groups focused on building a shared understanding of the instructional practices and prioritized goals based on the Danielson Framework. Individual planning conferences with the principal, resulting in goal setting for teachers, were held at the beginning of the year and a structure for frequent cycles of observation and feedback was established.
- “Teachers state that they participate in professional development and study groups around the Danielson.” (QR)
- They also say they receive feedback from their colleagues and new teachers receive differentiated support from administrators and mentors.” (QR)
- 72% of teachers were provided with content support (Learning Environment Survey)
- Teachers meet weekly in departments and grade teams (2014-15 SY)
- Instructional Leads meet weekly with Admin (2014-15 SY)
- Cabinet meets weekly with Admin (2014-15 SY)
- Instructional Triad (Principal and 2 Instructional APs) meets weekly to plan and revise teacher PD (2014-15 SY)
- Teacher PD is sequenced in thematic weekly PD plan, aligned to instructional foci and planned with goals, objectives, benchmarks and assessments. "A" weeks are Instructional Foci aligned. B weeks are workshop options and planning (2014-15 SY)
- Classroom Management Book Club meets bi-weekly with AP (2014-15 SY)
- Classroom Management Execution Clinic meets bi-weekly and is led by Instructional Lead of the math department (2014-15 SY)
- Quarterly Inter-visitations (2014-15 SY)
- Quarterly Instructional Lead Department Walkthroughs (2014-15 SY)

Needs

- Units not aligned to Common Core
- Vertical alignment is not fully realized
- Common instructional practices are not fully realized
- Horizontal alignment is not fully realized
- Limited opportunities for 6-12 staff to collaborate based on PD timing
- “Increase consistency of effective instructional strategies across grades and content areas so that all students are engaged in discussions and tasks that reflect higher order thinking and participation” (QR)
- “Ensure structures for observation and evaluation of teacher practice, using the Danielson Framework, results in consistent feedback to teachers across grades thus promoting teacher development and improvement school-wide.” (QR)
- “In classrooms visited across grades and subject areas, school wide expectations for instructional strategies such as questioning, small group work, high levels of student engagement and participation, were inconsistent.” (QR)

- “In several middle school classrooms for example, although lessons were aimed at engaging students in analyzing text and sharing their reflections, the majority of instructional time was teacher-directed and provided little opportunity for student self-directed learning or discovery. Teachers ask many higher order questions that require inference such as, “What do you think the article is saying?”, but these are followed by minimal wait time or the teachers' own examples and summaries, limiting time for student reflection and engagement in discussion.” (QR)
- “In a special education class, students observed as the teacher provided an example of an exhibition project. However, most students were passive and did not engage in meaningful reflection or discussion. On the other hand, activities and tasks embedded in high school lessons related to students' culminating exhibition projects include higher order skills in discussion and writing and produce opportunities for students’ natural engagement in feedback to peers. For example questions initiated by students in a geometry lesson, included a student asking if they could use a previously learned process to construct angle bisectors.” (QR)
- “In a Socratic seminar, students engaged in a higher order discussion while the teacher served as a facilitator. Additional higher order discussion and participation with rich content vocabulary was observed in an Introduction to Rhetoric class in which students determined which element of rhetoric they could infuse into an end-of-year essay requiring them to convey their high school journey. However, this level of discussion was not the trend for most of the lessons observed. The inconsistent use of questioning strategies and student involvement in their own learning results in many missed opportunities to cognitively engage all students and hinders the schools’ strong attempts to promote higher order thinking.” (QR)
- “Although teachers articulate that they are aware of the school wide goal to improve how they facilitate student discussions and employ instructional moves that increase student ownership, feedback about their practice is inconsistent across grades.” (QR)
- “Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teacher and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons. This targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally.” (QR)

“For a set of teachers, there has been no formal feedback. As a result of inconsistency in observations and the feedback cycles for teachers, there are many missed opportunities to improve pedagogical practice across the school.” (QR)

Part 2 – Annual Goal

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

In order to strengthen school wide expectations, instructional strategies and to deepen the work of our school-wide instructional focus (assessment and grouping) within three cycles, teachers will collaborate around performance task data to ascertain skill gaps within instruction and to then turn-key instructional shifts that will address these gaps. This will result in weekly teacher meetings and professional development that will provide space and support to develop three Common Core aligned performance tasks per-teacher. As a result, we will see a 10% increase in MS ELA and Math scores and a 10% increase in credit accumulation in year two.

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:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
17. Strategies to increase parent involvement and engagement

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

18. Activities that address the Capacity Framework element of Trust			
Teachers will co-develop and revise Common Core aligned performance tasks aligned to the Common Core Power Standards and skills identified by the department and co-signed by administration. This will occur in three cycles through the year.	Teachers	Cycle One: October-November, Cycle Two: February-March, Cycle Three: May-June	Instructional Leads, APs, Principal
Teachers will co-develop rubrics to align to task evaluation. Rubrics will be developed in teacher teams and with a critical lens on team-identified power standards and skills. This will occur within three cycles.	Teachers	Cycle One: October-November, Cycle Two: February-March, Cycle Three: May-June	Instructional Leads, APs, Principal
Teachers will implement tasks, collect data and do a gap analysis in teacher teams. This will occur in three cycles.	Teachers	Cycle One: October-November, Cycle Two: February-March, Cycle Three: May-June	Instructional Leads, APs, Principal
Teachers will revise unit and lesson plans based upon student skill gaps in order to more effectively target student skill needs as evidenced in gap analysis	Teachers	Cycle One: October-November, Cycle Two: February-March, Cycle Three: May-June	Instructional Leads, APs, Principal

Part 4 – Resources Needed

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

Tuesday Instructional Lead Meetings, Cabinet Meetings, weekly department meetings, weekly team meetings, Wednesday PD sessions, Instructional Triad planning and reflection, per-session for Cabinet and Instructional Leads.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III	X	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:

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

Given the three cycles that we are moving through, there are actually three points throughout the year where Instructional Leads and Administration are measuring and evaluating success (See Action Plan). In order to meet the goal, Cabinet will provide space for data analysis and instructional leads will facilitate the instructional shifts in planning and implementation. Each week we have an Instructional Triad (Principal, AP Garry and AP Rowe) meeting where we analyze data, discuss instructional practice and plan/develop professional development. Three times per year (December, March, June), instructional triads will analyze performance data, reflect on shifts and next steps, and celebrate successes. Admin team will analyze quarterly pass rates to assess that credit accumulation is on track for growth in year two.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths

- “The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year. Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teachers and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons. “ (QR)
- 72% of teachers were provided with content support (Learning Environment Survey)
- Teachers meet weekly in departments and grade teams (2014-15 SY)
- Instructional Leads meet weekly with Admin (2014-15 SY)
- Cabinet meets weekly with Admin (2014-15 SY)
- Instructional Triad (Principal and 2 Instructional APs) meets weekly to plan and revise teacher PD (2014-15 SY)
- Teacher PD is sequenced in thematic weekly PD plan, aligned to instructional foci and planned with goals, objectives, benchmarks and assessments. "A" weeks are Instructional Foci aligned. B weeks include workshop options and planning (2014-15 SY)
- Classroom Management Book Club meets bi-weekly with AP (2014-15 SY)
- Classroom Management Execution Clinic meets bi-weekly and is led by Instructional Lead of the math department (2014-15 SY)
- Quarterly Inter-visitations (2014-15 SY)
- Quarterly Instructional Lead Department Walkthroughs (2014-15 SY)
- Attendance at APO/API institutes for 3 APs (2014-15 SY)
- Weekly Operational Team Meeting (2014-15 SY)
- Clearly articulated roles and responsibilities amongst administration (2014-15 SY)

Principal Reflection: As the new leader at the school, I have aimed to incorporate shifts in organizational leadership that will net results. Teacher leadership is at the center of the instructional initiatives and how we are thinking about moving the instructional needle. Through a Cabinet and 6-12 Instructional Leads, leadership is developed and distributed across teacher teams. As leadership is developed amongst teachers, our Admin Meeting and Instructional Triad (Principal, AP Garry and AP Rowe) bring together school administration in planning, reflecting and executing instructional shifts and moves inclusive of teacher organization, PD and coaching sessions. Organizational leadership is focused on developing an Operations team that can support in sustaining the instructional vision and support culture shifts in the school. Through weekly Operations meetings and 1:1 check-ins with operations staff, there is a heightened level of support for sustaining and managing the organization capacity of our school. In terms of culture, I have implemented a Culture Team meeting in which is comprised of Deans, Guidance and Social Workers in order to address escalated student behavior in a Kid Talk process. Enrichment and College Counseling are also supported in 1:1 weekly meetings that look at next steps and data analysis.

Needs

- “...targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally. For a set of teachers, there has been no formal feedback.

As a result of inconsistency in observations and the feedback cycles for teachers, there are many missed opportunities to improve pedagogical practice across the school.” (QR)

- Developing QR indicator 1.2
- Developing QR indicator 4.1
- 60% of teachers stated that the “principal knows what is going on in my classroom” (Learning Environment Survey)
- 54% of teachers stated that “school leaders give me regular and helpful feedback about my teaching” (Learning Environment Survey)
- High principal turnover
- High teacher turnover (17 new teachers)

Part 2 – Annual Goal

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

In an effort to improve student learning outcomes and strengthen leadership capacity amongst teachers and administrators, we will develop and maintain systems for distributive leadership across administration and teacher teams. In turn, teachers will plan and implement professional learning communities, alongside administrators, that will result in unified weekly exercises and activities across departments and grades teams within our 6-12. This will result in a 10% increase on the Learning Environment Survey statement “principal knows what is going on in my classroom” at the end of the year.

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Principal and APs will identify roles and responsibilities for administration. Identify roles and responsibilities for cabinet members and instructional leads and reflect and revise those roles quarterly.	Admin and Teachers	September	Principal and AP
Principal will have 1:1 weekly meetings with Assistant Principals	Admin	On-going	Principal
Principal and two instructional APs will meet weekly for the Instructional Triad meeting in order to reflect on professional development, plan for next steps, and debrief observations/coaching.	Admin	On-going	Principal
Distributive Leadership Focused Meetings: Instructional APs will lead weekly Cabinet Meetings and Instructional Lead meetings, following feedback and collaborative inquiry during Instructional Triad.	Teachers	On-going	Principal and AP
Teacher leaders (Instructional Leads and Cabinet) will turnkey strategies developed in Instructional Lead and Cabinet in service of leading their departments and teams in weekly professional learning.	Teachers	On-going	APs
Teachers will engage in bi-weekly professional development targeted around our school-wide instructional focus (assessment and	Teachers	On-going	Principal and APs

grouping). Professional development will be led by teacher leaders and administration in service of developing professional learning communities, strengthening common core alignment, and building a cohesive 6-12 curriculum that engages in student-centered learning.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tuesday Instructional Lead Meetings, Cabinet Meetings, weekly department meetings, weekly team meetings, Wednesday PD sessions, Instructional Triad planning and reflection, per-session for Cabinet and Instructional Leads.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
PD plan has been developed. Weekly reflection on the state of the plan occurs in Instructional Triad. January Instructional Triad meeting will focus on a larger reflection process based on teacher surveys and Danielson data corresponding to 3C and 3D.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- 78% of students feel that their schools offers enough variety of programs, classes, and activities to keep them interested (LES)
- 92% of parents are satisfied with the education that their child received (LES)
- 79% of students feel safe in the hallways, bathroom, locker rooms and cafeteria (LES)
- “The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year. Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teacher and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons.” (QR)
- Instructional Leaders identified in 6-12 (2014-15 SY)
- House Council (2014-15 SY)
- Peer Group Connection
- SLT/PTA Awards Ceremony

Needs:

- 9-12 Attendance 84% (2013-14 SY)
- 6-8 Attendance 90% (2013-14 SY)
- 64% of teachers would recommend this school to parents (LES)
- 63% of students say that most students at the school treat each other with respect (LES)
- 65% Graduation rate
- “Targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally” (QR)
- Strengthen family-teacher communication

Part 2 – Annual Goal

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

In an effort to increase family and community engagement, we provide teachers with structured time to call families and discuss student performance in a bi-weekly hour long family engagement session. As a result, we will see a 5% increase in attendance by the end of the year.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Admin will outline B weeks for Teacher/Parent Outreach and coach Instructional Leads and Cabinets on habits of great family/caregiver engagement	Teachers	October	Admin
Teachers will log calls in BXLetters, outlining communication with families. (15 per week)	Students and Families	ongoing	Admin
Attendance Coordinator will do two hours of daily absences calls	Students and Families	ongoing	Amin
Advisors will have structured call time for school-wide family/caregiver events (Curriculum Night, Conferences, Award Ceremony, BBQ)	Students and Families	ongoing	Admin

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

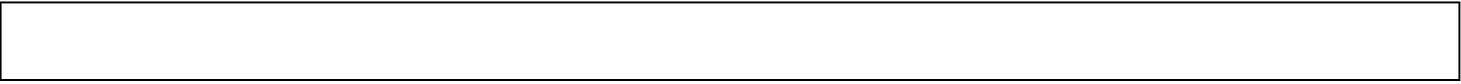
40. Specify a timeframe for mid-point progress monitoring activities.

Daily attendance is shared with the principal. We will track performance growth for a community in mid-January to assess progress and share with staff.

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

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



Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Quarterly DRP, State Assessment 5-8 Common Core Exams, 9-12 Regents Data, Scholarship Data(course pass rates),In-Class Performance, Teacher Diagnostics	<ul style="list-style-type: none"> • Light Sail Reading Program (Grades 6) • MyQuest (Grades 7-8) • Wilson Reading (Grades 6-8) • ESL pullout in addition to SC ESL class (Grades 6,9,10) • Office Hours (Grades 6-12) • HW Hours (Grades 6-8) • Basketball Study Hall (Grades 9-12) • SpEd Accommodations • Writers In Residence (Grades 6-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class (Grades 9) • Let's Get Ready (Grades 10-12) 	Small group, 1:1 tutoring, special class, special program	All during the day besides Afterschool 1:1 Tutoring and Lets Get Ready, Basketball Study Hall, HW Hours
Mathematics	State Assessment 6-8 Common Core Exams, 9-12 Regents Data, Scholarship Data (course pass rates), In-Class Performance, Teacher Diagnostics	<ul style="list-style-type: none"> • Measuring Up (Grades 6-8) • Office Hours (Grades 6-12) • SpEd Accommodation (Grades 6-12) • HW Hours (Grades 6-8) 	Small group, 1:1, tutoring, special class, special program	All during the day besides Afterschool 1:1 Tutoring, Let's Get Ready, College Math, Basketball Study Hall, HW Hours

		<ul style="list-style-type: none"> • Basketball Study Hall (Grades 9-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class (Grades 9) • College Math Class (before school) (Grades 11-12) • Let's Get Ready (Grades 10-12) 		
Science	Quarterly DRP Data, State Assessment Grades 4 and 8 Exams, 9-12 Regents Data, Scholarship Data (course pass rates), In-Class Performance, Teacher Diagnostics	<ul style="list-style-type: none"> • Science Intensives (Grades 6-8) • Measuring Up (Grades 6-8) • Lightsail Reading (Grades 6) • MyQuest (Grades 7-8) • Office Hours (Grades 6-12) • SpEd Accommodation (Grades 6-12) • HW Hours (Grades 6-8) • Basketball Study Hall (Grades 9-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class (Grades 9) • College Math Class (before school) (Grades 11-12) • Let's Get Ready (Grades 10-12) • Science Electives/AIS (Grades 9-12) 	Small group, 1:1, tutoring, special class, special program	All during the day besides Afterschool 1:1 Tutoring, Let's Get Ready, College Math, Basketball Study Hall, HW Hours
Social Studies	Triannual DRP Data, State Assessment ELA	<ul style="list-style-type: none"> • Social Studies Intensives 	Small group, 1:1, tutoring, special	All during the day besides Afterschool

	<p>Common Core 5-8, 9-12 Regents Data (US and Global), Scholarship Data (course pass rates), In-Class Performance, Teacher Diagnostics</p>	<ul style="list-style-type: none"> • (Grades 6-8) • Lightsail Reading (Grades 6) • MyQuest (Grades 7-8) • Office Hours (Grades 6-12) • SpEd Accommodation (Grades 6-12) • HW Hours (Grades 6-8) • Basketball Study Hall (Grades 9-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class (Grades 9) • Let's Get Ready (Grades 10-12) • Science Electives/AIS (Grades 9-12) <p>Independent Study (Grades 10-12)</p>	<p>class, special program</p>	<p>1:1 Tutoring, Let's Get Ready, College Math, Basketball Study Hall, HW Hours</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • IEP Mandates • Attendance Data • Scholarship Data • Teacher Recommendations • Kid Talk Protocol 	<ul style="list-style-type: none"> • Men's Group • Peer Group Connection • Peer Mentoring • 1:1 Counseling • Group Counseling • Restorative Justice Circles • MS Social Worker After-School PT 	<p>Small group, 1:1, tutoring, special class, special program</p>	<p>During the school day and after school social worker part-time</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment: Post our open positions early in the year in a variety of publications (craigslist.org, idealist.org, New Teacher Finder, listservs), spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team. We also coordinate with Teach for America and the NYC Teaching Fellows to cultivate a strong pipeline of new teachers committed to working in our context. We host Teaching Fellows apprentice teachers for a residency in the spring that both helps cultivate our pipeline of prospective teachers, and supports the continued PD of our current veteran staff who mentors new teachers.</p> <p>Retention We support programs, systems and collective efforts that help ensure Bronx Letters is a professionally satisfying place to work.</p> <p>These efforts include:</p> <ul style="list-style-type: none"> • A Teacher Study/Book Group, focused on classroom management • Teacher-led execution clinics • Teacher-led department and team meetings • PD for paraprofessionals • 1:1 Coaching and feedback • Department inter-visitations • Department instructional rounds • Differentiated PD • Teacher Leadership positions inclusive of Instructional Leads and Cabinet Members • Professional Learning Communities facilitated by teachers during department meetings, team meetings and whole staff professional development. • Network PD • Leadership Academy Coaching for principal and assistant principals • Network intervisitations • Teacher coaching through network • AP coaching through network • Allocating resources in Galaxy, and through funds raised privately, to support teacher initiatives, such as Extracurricular programs, arts programs, and sports. We also use these funds to support teacher professional development at conferences, travel programs, and attempts to pursue National Board Certification Assignments that support teachers being highly qualified <p>We work to ensure that all teachers work exclusively, or nearly exclusively, in one content area, the area of their license. We hire intentionally to ensure that all teachers are licensed in the content areas in which they will teach, and that we</p>

allow teachers to specialize instructionally in ways that accentuate their particular strengths (i.e. have teachers who are most expert in Global History teach that content rather than teaching US History, or teachers who are expert in Algebra teach that content rather than Geometry). As a college preparatory school, we work to ensure our teaching assignments pair highly qualified teachers with teaching assignments that capitalize on their expertise.

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).

Professional Development:

- Weekly department meetings that are structured to support collaborative inquiry, organizational coherence across the school, and improved professional practice.
- Weekly team meetings that are structured to support collaborative inquiry, organizational coherence across the grade and school, and improved professional practice
- Weekly Instructional Lead and Cabinet Meetings to develop teacher leadership and support a distributive model of leadership within our school
- A Teacher Study/Book Group, focused on classroom management
- Teacher-led execution clinics
- PD for paraprofessionals
- 1:1 Coaching and feedback
- Department inter-visitations
- Department instructional rounds
- Differentiated PD aligned to instructional focus
- Teacher Leadership positions inclusive of Instructional Leads and Cabinet Members
- Regular formal and informal observations and coaching sessions
- An extensive New Staff Orientation that takes place in August

A Home Visits Program that takes place in August, allowing teachers to meet students and strengthen cultural competency prior to the start of the year.

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.).

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 teachers are intimately involved in the process of implementing the new evaluation system, and determining our schools' MOSL selections. Teachers are also involved in the administration, scoring, and instructional implications processes of our interim assessments, which include a range of standardized and internally developed assessments.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	509,673	X	14,17,25,28,30,34
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	X	14,33
Tax Levy (FSF)	Local	3,346,001	X	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

**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 551
School Name Urban Assembly Bronx Academy of Letters		

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 Jeffrey Garrett	Assistant Principal Raquel Cheney
Coach Lauren Kelville	Coach type here
ESL Teacher Sarah Camiscoli	Guidance Counselor Nicholas Melendez
Teacher/Subject Area Laura Mercogliano/ELA	Parent Juana Fabian
Teacher/Subject Area type here	Parent Coordinator Lisa Monge
Related Service Provider Katrina Gounaris	Other Gail Brown
Network Leader(Only if working with the LAP team) type here	Other Jeanne Rowe

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	585	Total number of ELLs	77	ELLs as share of total student population (%)	13.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class							22	8	7	12	16	8	9	82
SELECT ONE														0
Total	0	0	0	0	0	0	22	8	7	12	16	8	9	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	13
SIFE	3	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	23

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17	3	4	38	0	7	23	0	5	78

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	17	3	4	38	0	7	23	0	5	78
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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	7	7	12	14	7	7	70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							4	1				1		6
TOTAL	0	0	0	0	0	0	20	8	7	12	15	8	7	77

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	1	0	2	0	0	0	3
Intermediate(I)							8	0	1	3	0	1	0	13
Advanced (A)							12	7	4	6	10	6	5	50
Total	0	0	0	0	0	0	20	8	5	11	10	7	5	66

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	3	0	0	21
7	9	1	0	0	10
8	4	1	0	0	5
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	19	0	0	0	0	0	0	0	19
7	8	0	2	0	0	0	0	0	10
8	5	0	0	0	0	0	0	0	5
NYSAA Bilingual (SWD)	0								0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	3	0	2	0	0	0	5

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	8	0	2	0
Integrated Algebra	14	0	6	0
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	22		5	
Physics				
Global History and Geography	7		3	
US History and Government	7		3	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use formative assessments based on Common Core aligned language objectives, which include reading logs, miscues, and conference records in response to some of the assessments such as the DRP. This information is helpful because the student scores on the CLOZE DRP exams inform the construction of the formative assessments and help the interventionists to suggest appropriate

supports to content teachers based on grade level information. Many ELLs are reported to be reading below reading level on the CLOZE exam but on formative assessments with scaffolding the ELLs can perform on grade level. We currently use network mandated DRP reading assessment to assess literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSELAT) and grades?
Students at BAL tend to score advanced on the NYSELAT despite English being their L1. This is largely due to difficulty code switching from non academic to academic English on the essay portion and reading sections on the NYSELAT.
3. How will patterns across NYSELAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The interventionist focuses on several grammatical structures including maintaining subject/verb agreement, proper use of modals and use do-support. A focus on these grammatical structures helps students to differentiate between non academic and academic English in their reading and writing.

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?

Students do not take summative exams in their native language, but for the beginner and intermediate ELLs-(there are very few), there is great progress seen when trans-linguaging strategies are used in the classroom.

The interventionist provides information to teachers and school leadership through rotating teacher PD's where the construction of appropriate language objections and modifications for ELLs are workshopped with teachers. The ESL students do not take exams in their native language. There are project based assessments upon need.

The school is learning that our population largely needs to differentiate between non-academic and academic English rather than support students in acquiring English.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
: The interventionists utilizes translating strategies published by Garcia, Flores, Woodle in the classroom. Teachers use the child's educational history as communicated by the ESL coordinator. Some content area teachers are supported in building English language skills by creating language objectives.

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

N/A

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

The success is evaluated by their progress on the NYSELAT and portfolio assessments in the 6, 7, 8, 9th grades. There is no formal assessment tool used. We use in house data on pass rates by demographics (and DRP scores).

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](#).)
BAL has received 1 new arrival since the last submission of this report. He is currently receiving the LAB-R by our certified ESL

interventionist Sarah Camiscoli, who has a Trans-B license in K-12 TESOL. There is no formal initial identification of the ELL's.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once parents arrive to our school, they have already been informed by the Enrollment office of their options, however often times parents will arrive with many questions about the various program choices. Our Parent Coordinator, Lisa Monge or our Assistant Principal in charge of enrollment will review the three program choices at parent's requests to ensure that parents are informed what we can offer in comparison to other programs. If a parent decides they want a different program we provide them with information to go to the enrollment office or we reach out to the ESL liaison for assistance and guidance.
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 [\[see tool kit\]](#).)
Parent surveys are mailed home to incoming ELL's in our welcome package over the summer. Ms. Monge, our Parent Coordinator is responsible over the summer for mailing out and collecting forms as they are returned. Entitlement letters are filed in the students school records in the Main Office. Parent Surveys are distributed during Parent Teacher conferences in the Fall. Parents are assisted to complete the form and we collect before the parents leave for the evening. Parent surveys, program selection and any ongoing entitlement letters are stored in the students records. If additional entitlement letters come in, the Parent Coordinator will call the parent and let them know we are sending the letter home with their student or if requested we will mail it to the parent.
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 ESL interventionist is bilingual in English and Spanish and working toward acquiring French. She makes regular phone calls home to parents and submits comment codes in Spanish for parents who are dominant in the native language. There are no placement or continued entitlement letters generated by the school at this time.
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.
Our 6-7th grades have the test administered in self-contained classes during the academic classtime. For the HS, students are pulled out of 4th period classes for one full week to take the exam. The interventionist is paid per session for the administration of this exam. One section is administered each day during class period. ELLs are pulled out of their classes to complete the exam.
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. 
Most parents do not submit recommendations, for those parents that are unhappy with the single ESL program we offer, we assist them in transferring to a dual language program. Parent choice is not considered because there are limited programmatic options available, as we are able we accommodate specific parental requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

6th-8th grade instruction is delivered in self contained classes, which contains the content studied by Gen Ed students coupled with language objectives constructed with the needs of designated students.

In the 9th grade, the model is ICT. Language objectives are added to support ELLs in the class along with translation for beginners. Students are mixed with various proficiency levels.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

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

6th-7th, and 8th grade receive ESL daily for 57 minutes. 9th and 11th grade students in the ICT ESL class receive instruction from the content teacher and the ESL teacher in addition to translation and modifications provided by the ESL teacher in 57 minute blocks. 60% of the students are advanced ELLs, 30% are intermediate and 10% are former ELLs. The ESL teacher only delivers content area to students in the classes she pushes in. The other support for content is delivered to content teachers in bi weekly pd's. These methods are in alignment with CCLS because the language objectives are derived from common core.

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.

There is only 1 beginner ELL in the MS. He receives the instruction through Google translation auditorially in addition to translated worksheets to promote translanguaging. The 9th graders in the ICT course also receive worksheets in dual language and 1:1 translation instruction. Classwork is differentiated in students home language. ESL teacher also pairs native speakers in groupings with non native speakers to assist with fostering language.

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

Students receive instruction through Google translation and translated worksheets to promote translanguaging.

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

The interventionist utilizes reading, writing, speaking through out all lesson plans, additionally she selects a modality to focus on within each of her language objectives. Thus all four modalities are used and are focused on specifically within the daily objective. Weekly quizzes are administered to assess the achievement of the language skills taught through each modality.

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).

The beginner ELLs are the SIFE students.

Intermediate and Advanced ELL's receive similar curriculum materials generally with out translation, but some intermediate students especially those with IEPs, receive additional language supports such as sentence frames, lexicons, and prescribed structure for their writing.

Former ELLs in the 8th grade class are given the option to move into GEN ED but routinely opt to remain in ESL to continue to work on their use of academic English. These students need to be given prescribed roles in classroom such as tutors and co-teachers to support the intermediate and beginner ELLs and those resistant to completing work. There are no test accommodations for former ELLs.

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

In the 6-8th grade curriculum students are allowed to select their own independent- reading book which they use to practice

reading strategies taught in class and they use as a mentor text for personal narrative. The materials are modeled after templates for summarization and inference making suggested by Kathleen Bears "When Kids Cant Read."

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?

Students receive modified worksheets and also more consistent conferences with the ESL teacher during class. Students receive SETSS services in class. Ells are programmed into ICT classrooms ELLs/SWD and general ed curriculum is heavily scaffolded.

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

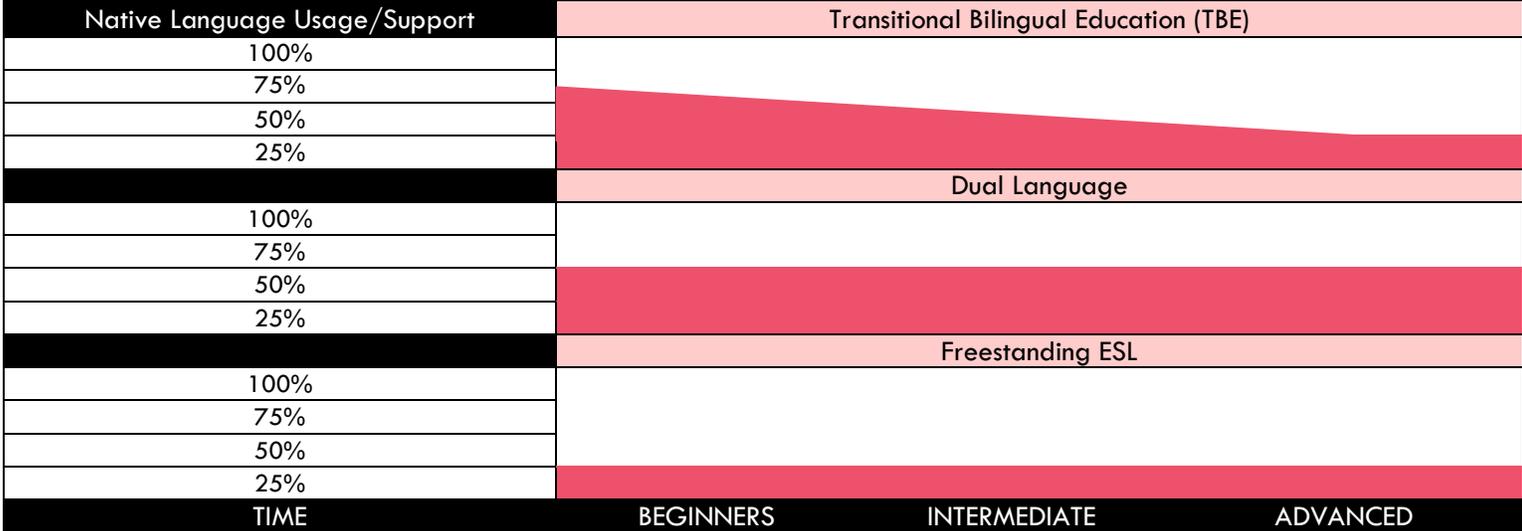
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Content teachers meet with the interventionist during teacher led PDs on a rotating basis to discuss modifications and translanguaging strategies to use in classes with ELLs where the interventionist is unable to assist. These modifications are offered in Spanish and French upon request. These interventions target beginner and intermediate ELLs. Interventions for math translanguaging and color coded manipulatives. In Science and Social Studies we currently do not have interventions. In ELA, beginner ELLs are given the option of completing a multi lingual alternative analytical essay while other students complete the assignment in standard English. Translated texts are provided
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Several students moved from Advanced to Proficient on the NYSELAT which shows that the program they are receiving is effective.
11. What new programs or improvements will be considered for the upcoming school year?
- Interventionist led PDs and check-ins with content teachers who request support. Interventionist is working on developing French to support our growing West African population.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are given the same information as students in Gen Ed and translation is provided as necessary. Our school offers several after school PSAL sports as well academic and enrichment based programs. All students are provided the same information during advisory and during lunch. Our enrichment coordinator works with all interested students to meet enrollment and program deadlines. When students received the information we encourage all students particularly, those who often do not get involved in activities i.e ELLs and new students to submit applications or speak to the enrichment coordinator to find out more information about other programs that may be of interest to them. As a small school, we have the advantage of knowing our students as individuals. Often our ESL teacher or other teachers will identify a program or student that will be a good fit and work with the student and their family to get the student involved. These programs include Global Teens, Berkley Exchange and girls and boys basketball and One Pen (School literary journal).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are in the process of using funding from a 5K run to put laptops in the writing center where the MS ELL's students receive instruction. The teacher currently uses google translate and spanish to english and french to english dictionaries along with teacher made dual language materials. Being that there is a very small percentage of beginner ELLs the majority of resources are used to support the advanced ELLs. We currently only have 3 beginner ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students use Google translate, translated worksheets and individualized conferencing from the interventionist.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We currently use multiple modalities through film and photography to activate schema; 6-8th grade students watch popular films like "Men in Black" and "Nancy Drew" while 9-11th graders look at black and white photography of the Civil Rights Era. Students are classified into self contained and ICT classes based on grade level. The only students who have different ages are those who are over age and undercredited in the 6th and 7th grade. All curriculum materials are aligned to the common core for each grade band.
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.
- The school offers a Summer Bridge program where all new students have an opportunity to meet with their teachers, run through a "mock day", and have social activities with other new students. The ESL interventionist attends this event to welcome the new ELL students and their families. There are no specific programs for newly enrolled ELLs. The ESL teacher meets with all new incoming students to meet the beginner ELLs. Translation services are provided at these events.
18. What language electives are offered to ELLs?
- AP 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)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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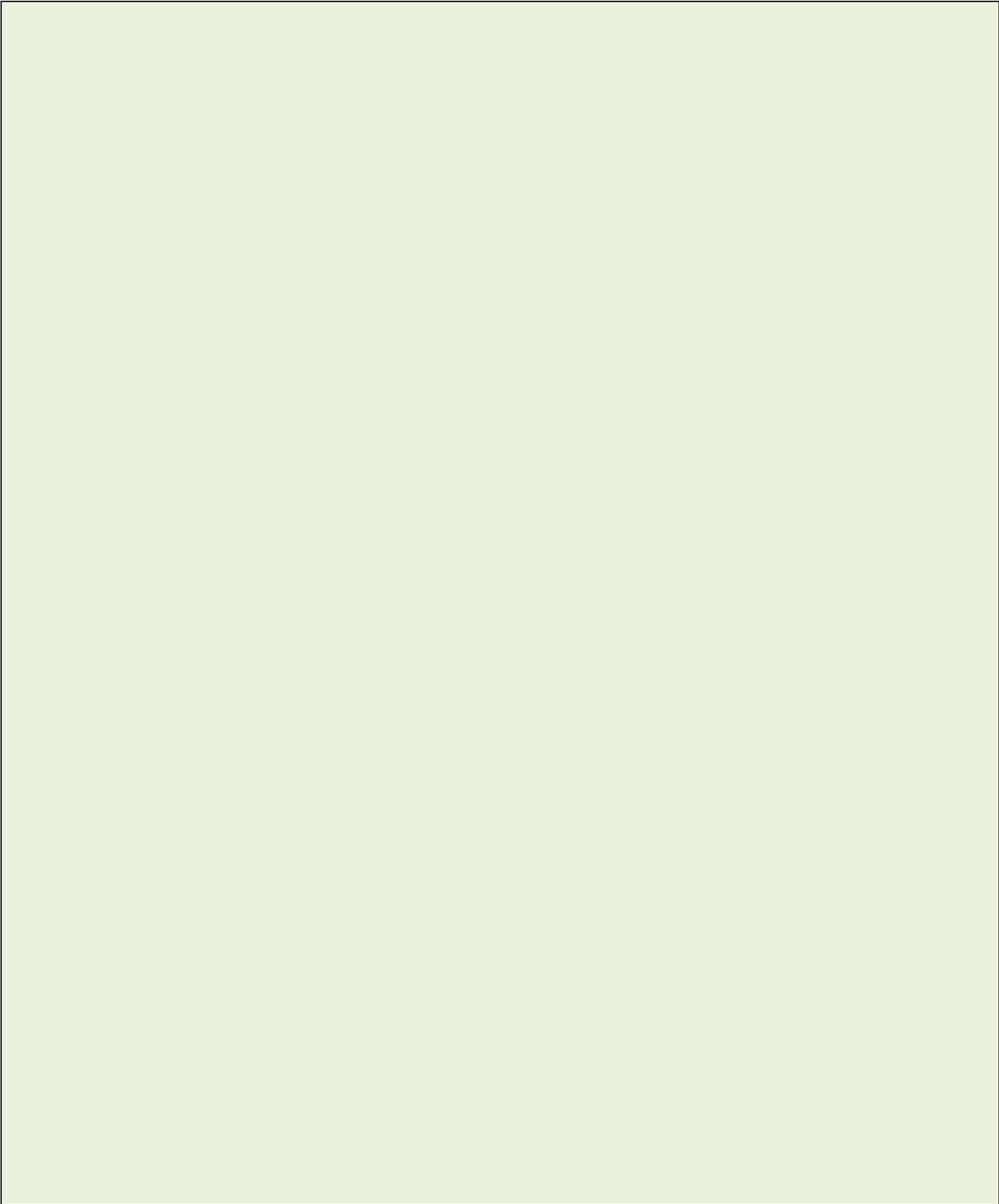
C. Professional Development and Support for School Staff

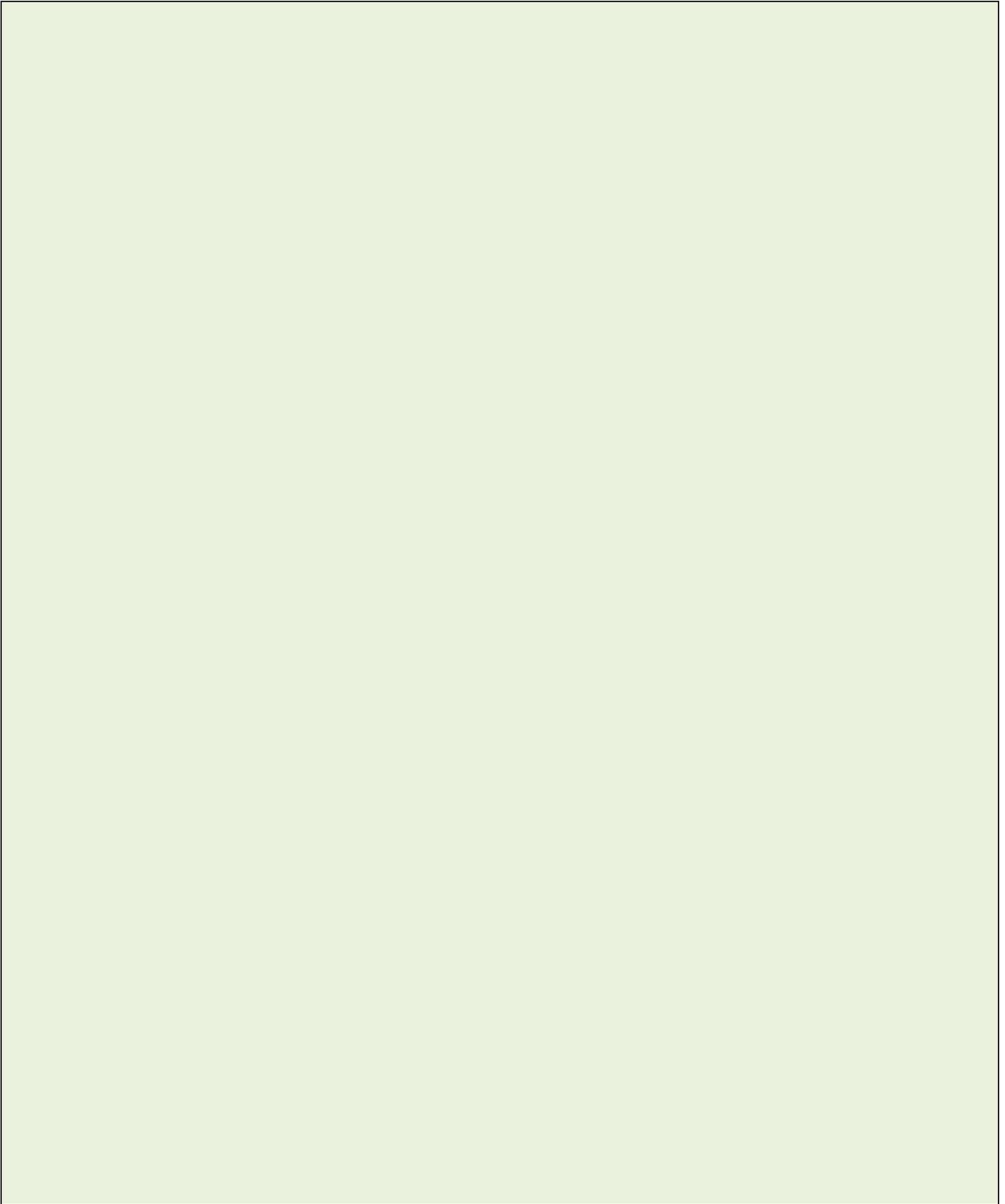
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. 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.

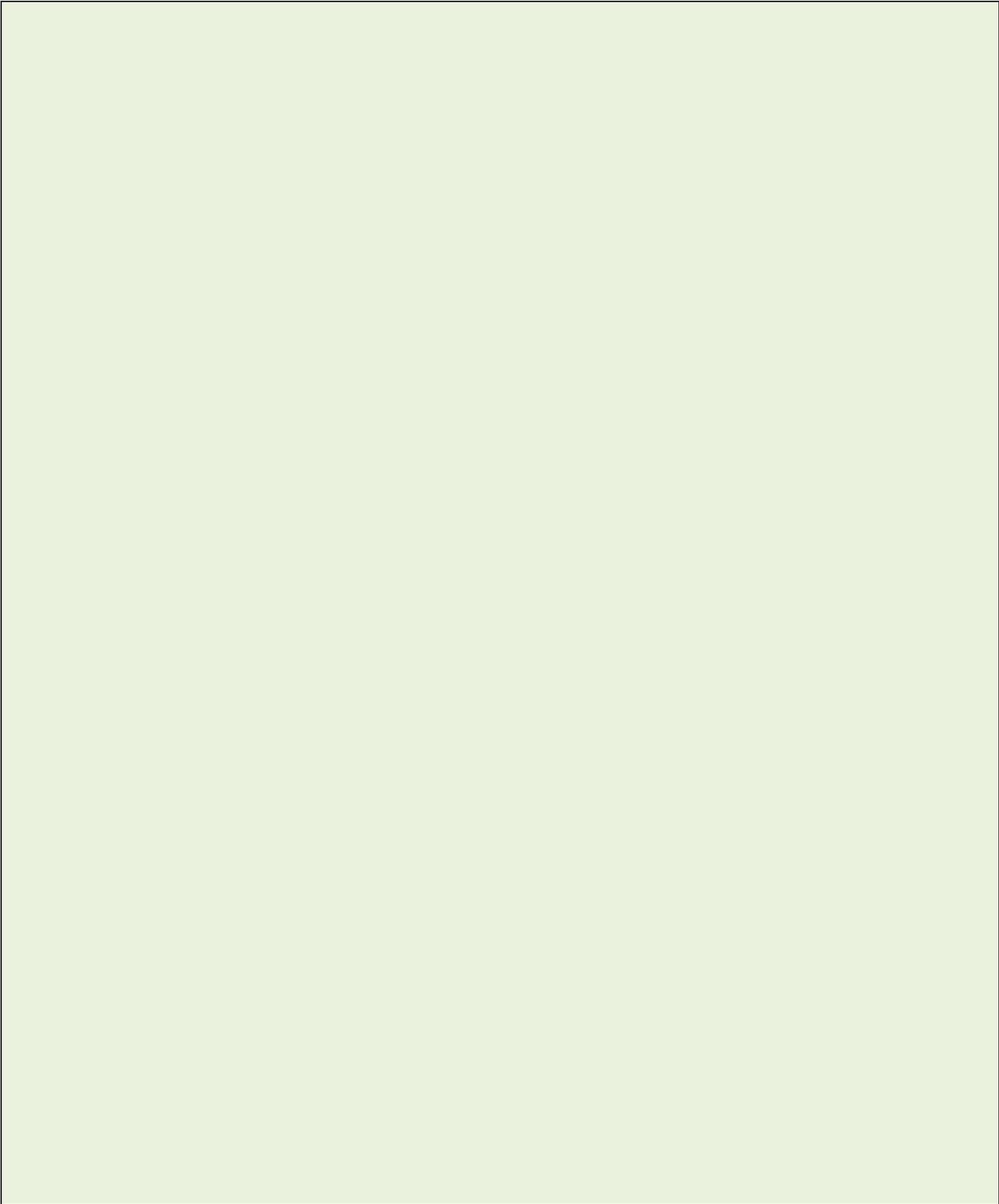
Ms. Camiscoli provides PD for teachers on a rotating basis on formulating language objectives and modifying curriculum. She attends monthly meetings and trainings on Restorative Justice. PD dates are on a rotating scheduel that is not set. The agenda is set based on content teacher request and curricular needs. There is no PD offered for the teachers of ELLs. There is no current support offered to staff to assist students in transition. Due to tight programming, the school attempts to meet the 7.5 hrs through the cyclical ELL PDs run by the ESL teacher.

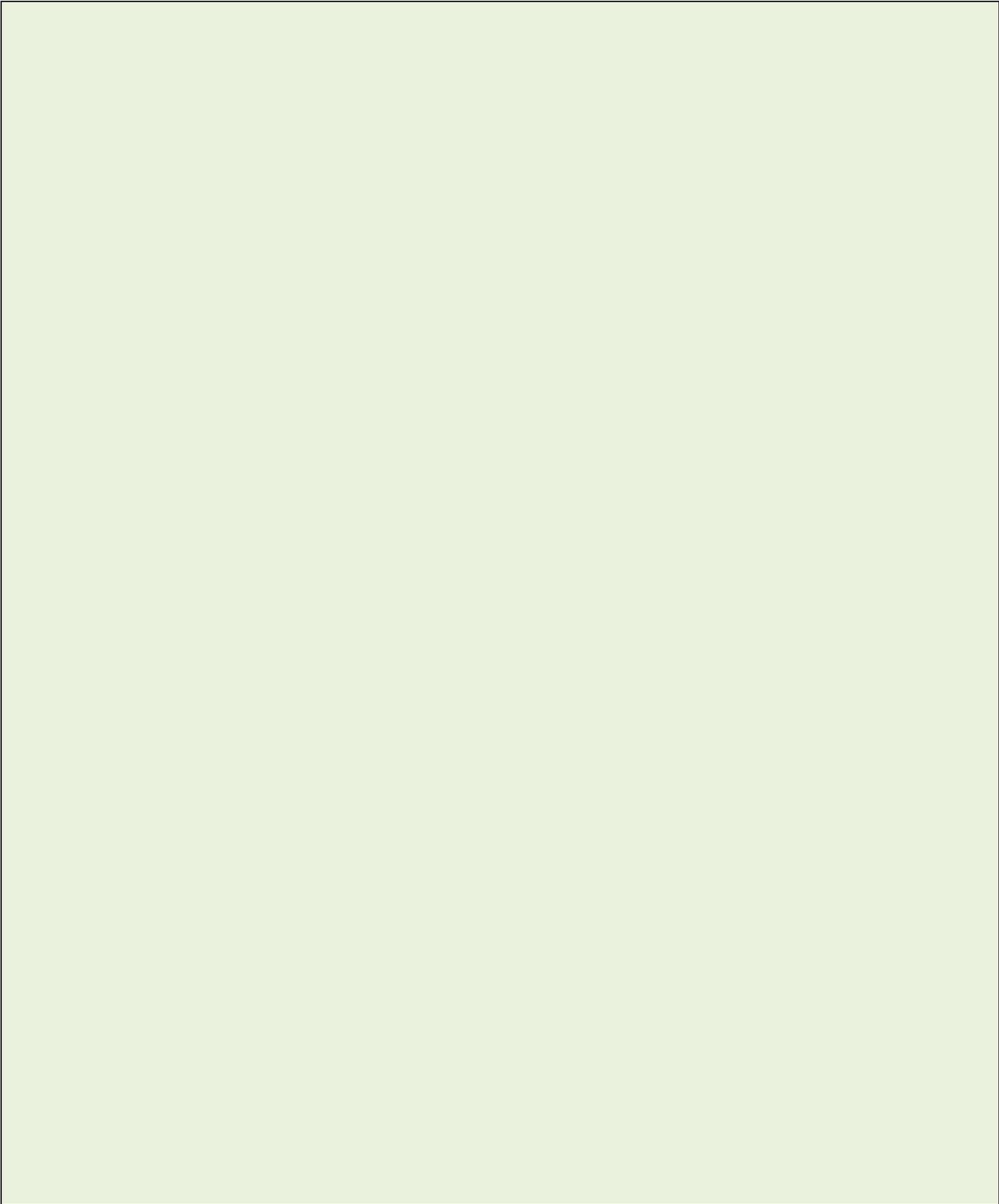
There are no workshops for all staff in content areas, they are done on an individual basis. There is no calendar due to the cyclical day schedule. We are on an A, B, and C day schedule. On B days, teachers are aware that ELL related PD is available.

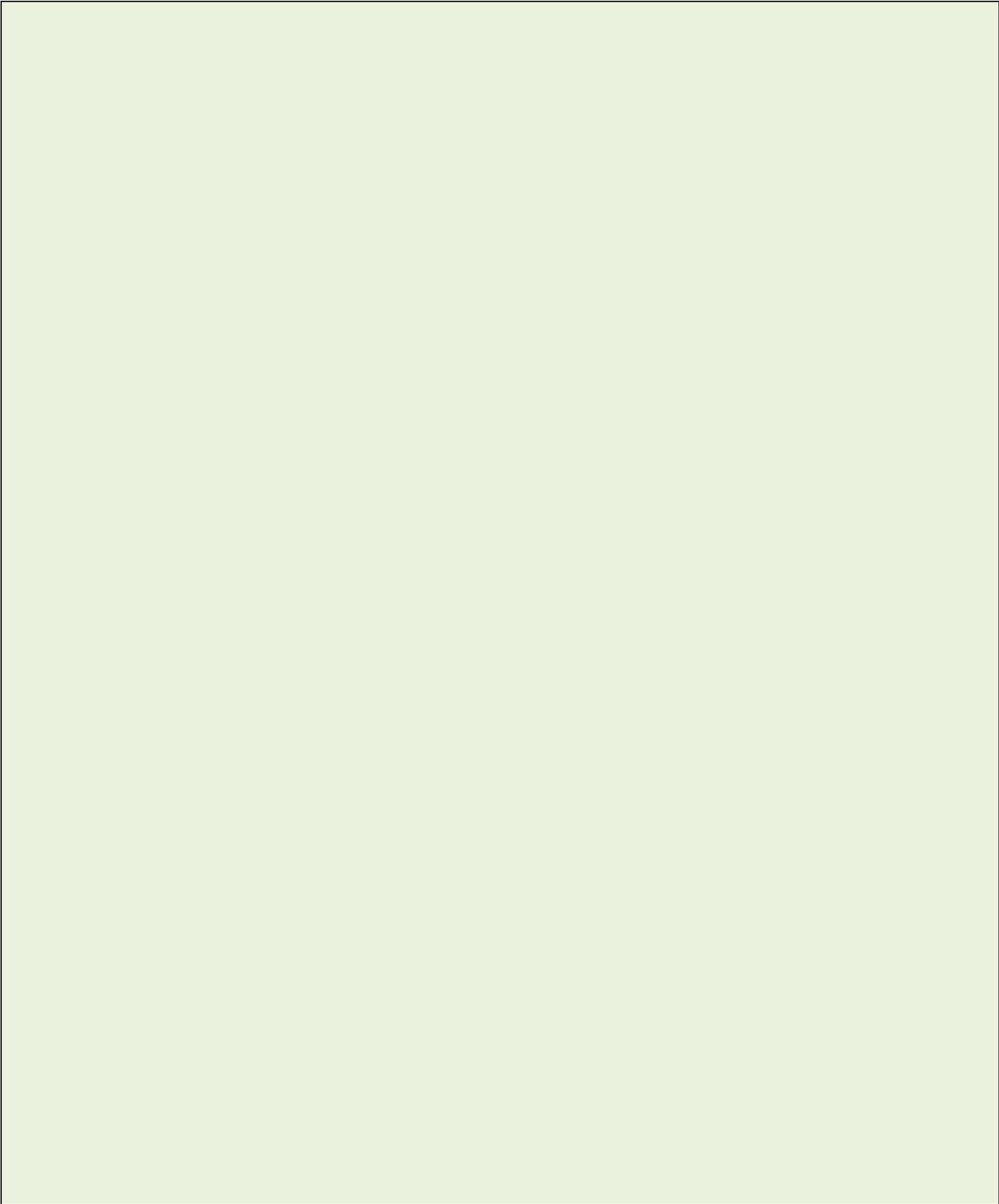
There has no been no PD provided for the ESL instructor. There is no transition program specifically for ELLs. All 9th graders receive a course in HS Readiness as part their 9th grade schedule. Teachers are trained in the HS REadiness curriculum, however the ESL teacher does not teach HS Readiness.

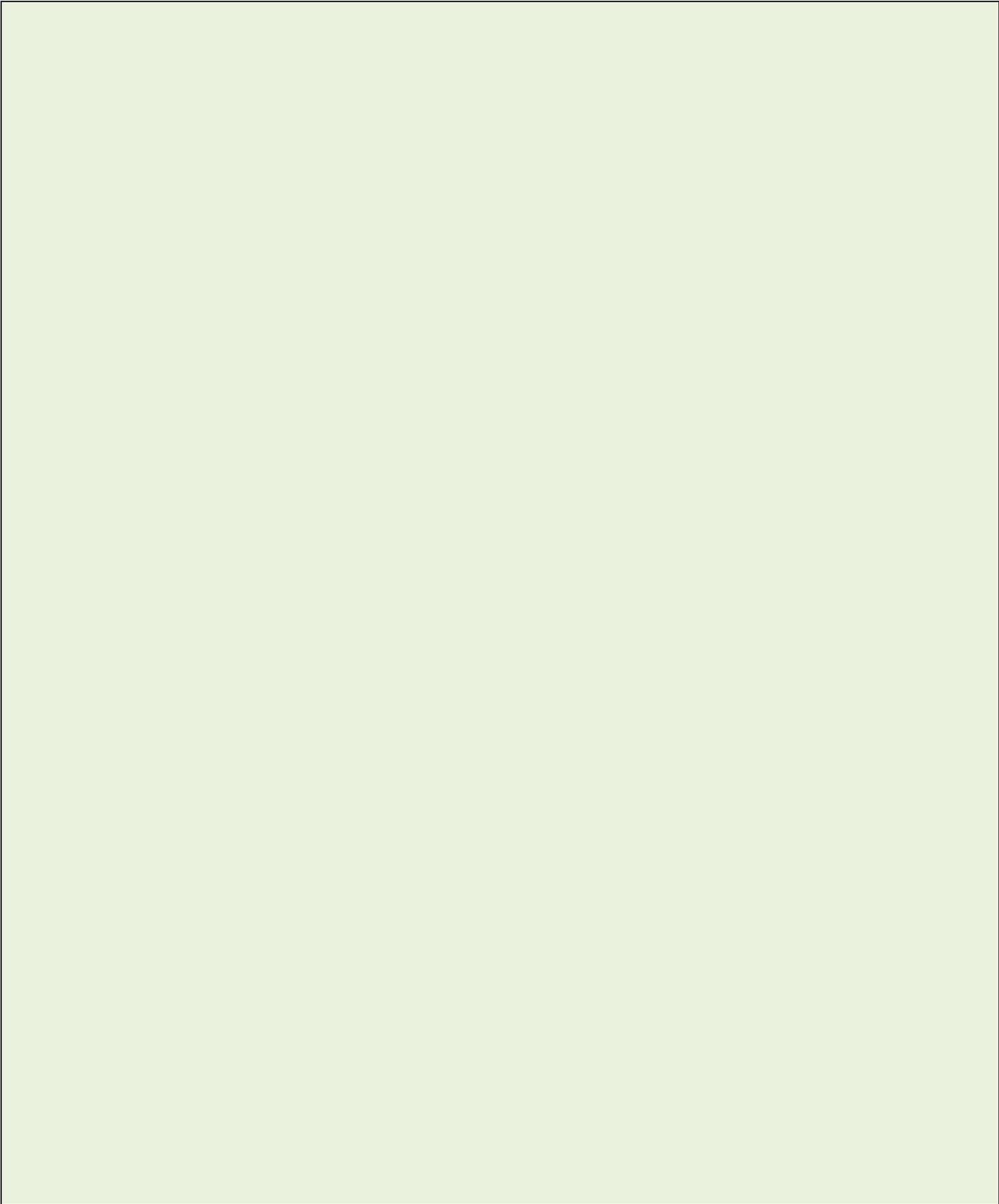


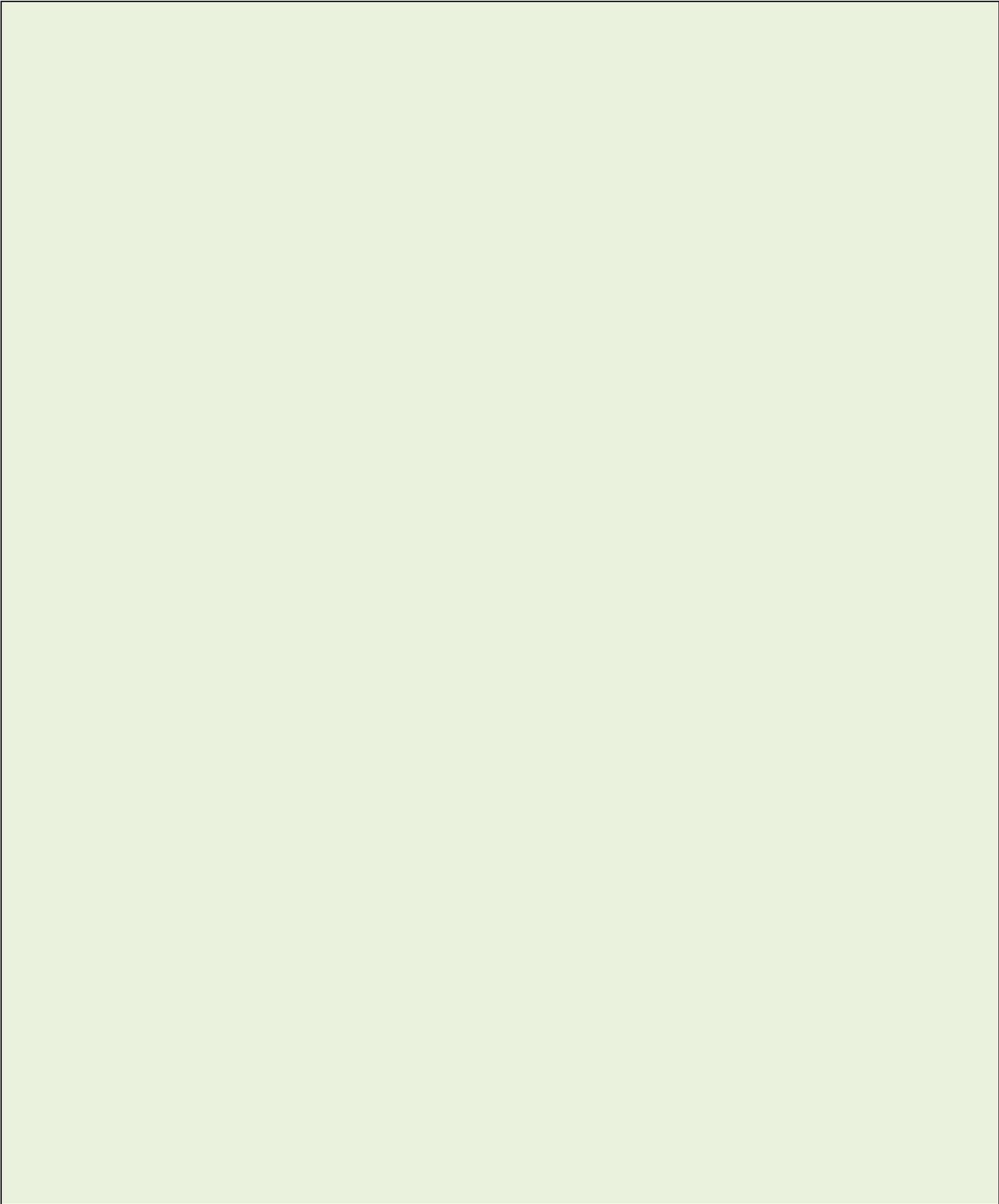


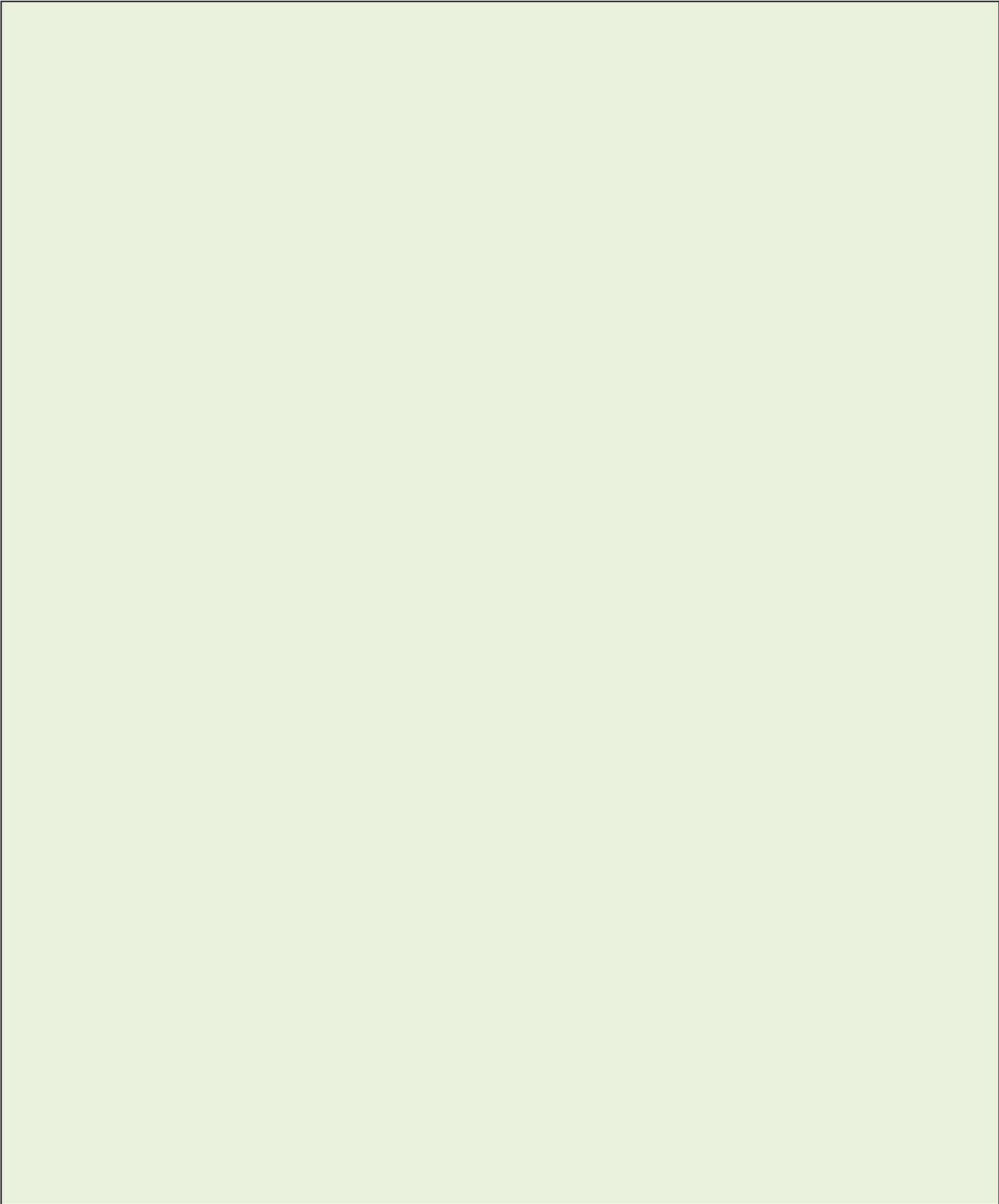


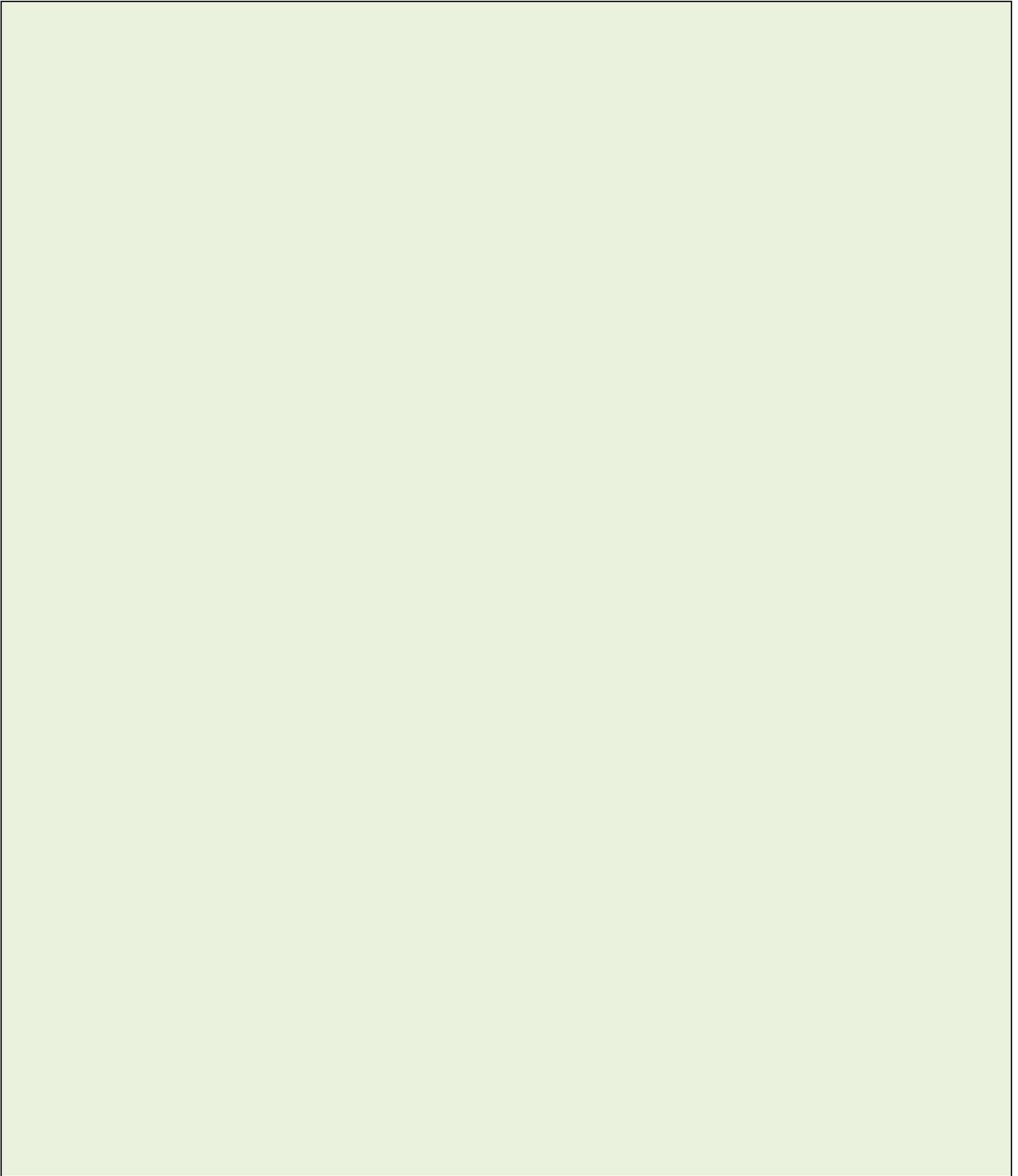












D. Parental Involvement

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 . ELL parents are invited to a Parent Night for ELL's in the late Fall or early winter depending on scheduling.
 2. The school is currently working to partner with a law firm that has expressed interest in providing information to our parents about DOCA-Immigration Project. The school recently partnered with the Learning Leaders program to provide training to interested parents on volunteering in the school. Translation is provided as needed.
 3. Parents communicate directly with the parent coordinator with specific concerns and needs, which she passes on to the administration and ESL teacher as appropriate. In addition, the ESL interventionist also provides weekly progress notes to parents and is available via phone and email to speak to concerns. During Open School night and parent teacher conferences, parents have the opportunity to meet directly with the ESL interventionist to discuss needs and concerns.
 4. Parent activities are geared toward needs the parents bring to us (i.e)parents had requested opportunities to volunteer in the school, so we are offering the Learning Leaders program where parents are trained to be volunteers in the school. SLT, School Leadership TEam, parents are invited to attend monthly and receive notices in both languages.

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: <u>UA Bronx Academy of Letters</u>		School DBN: <u>551</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeffrey Garrett	Principal		11/15/13
Raquel Cheney	Assistant Principal		11/15/13
Lisa Monge	Parent Coordinator		11/15/13
Sarah Camiscoli	ESL Teacher		11/15/13
Juana Fabian	Parent		11/15/13
Laura Mercogliano/ELA	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Lauren Kelville	Coach		11/15/13
	Coach		1/1/01
Nicholas Melendez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Gail Brown	Other <u>SPED Coordinator</u>		11/15/13
Jeanne Rowe	Other <u>Assistant Principal</u>		11/15/13
Katrina Gounaris	Other <u>Related Service</u>		11/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X551 School Name: UA Bronx Academy of Letters

Cluster: 01 Network: 105

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.

Our ESL interventionist provides weekly progress reports to parents and is available via phone and email on individual students progress in English or Spanish per the parents preference. In addition, based on qualitative data acquired during admission and parentteacher conferences we translate written documents into the native language whenever possible. In addition, we utilize supports from the DOE translation program as needed for languages that are not available within the school.

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.

Whenever there is a community event of any nature, all documents must be translated into English and Spanish as well as oral interpreters available. A new trend we are seeing is that we have a growing West African population which is requiring us to acquire oral translation services in any west african language as well as written translation for documents.

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.

Written translation is routinely provided in house by our parent coordinator, however due to the increased need for written translation of all documents we are researching options to use and outside vendor for large volume translation needs. (i.e IEP's).

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

We currently have 18 staff members that are bilingual and can provide Spanish translation needs for the school. Due to the increase in our West African population we are seeking outside contractor options to assist with providing translation for this group for school events.

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

We will provide each new parent whose primary language is not English with a copy of their rights to translations services when they enroll their child. The school will plan accordingly and in advance to ensure that translation services, particularly nonSpanish speaking are available for parents at school wide events and individual meetings as needed. i.e Parentteacher conferences, IEP meetings etc. We have the multilingual welcome sign posted on the parent bulletin board outside of the main office. We will download and post additional signs informing parents of their rights to translation services. These will be posted on the parent bulletin board outside of the main office as well.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: Bronx Academy of Letters	DBN: 07X551
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: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

Describe the direct instruction supplemental program here and include the

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

Begin description here:

35 Middle School Students
50 High School Students

Below is the subgroup breakdown of # of students by grade level and proficiency level, based on the 2014 NYSESLAT results.

6th Grade: Advanced- 2, Intermediate-3, Beginner-5,
7th Grade: Advanced-5, Intermediate-6, Beginner-7,
8th Grade: Advanced-3 Intermediate- 1, Beginner-5
9th Grade: Advanced-4, Intermediate-5, Beginner-4,
10th Grade: Advanced-2, Intermediate-1 Beginner-10,
11th Grade: Advanced-8, Intermediate-2, Beginner- 1,
12th Grade: Advanced-4, Intermediate-12, Beginner-3

Schedule and Duration:

We will provide supplemental instruction after school as part of our onsite afterschool program for Middle School students. A Science certified and Special Education/English certified teacher will run homework help program five days a week for one hour from 3pm to 4pm. Two ESL certified teachers will meet weekly with the content educators to include language supports for small group instruction. Small group instruction will be concentrated in ELA and Math. The focus of after school instruction will be building Math and ELA content vocabulary and improving writing skills. Beginner level students will focus on speaking and writing in complete sentences. Students will be provided with sentence frames as a scaffold to writing in complete sentences. Intermediate level students will focus on writing well-developed paragraphs. Students will be provided with models, cloze paragraphs, and sentence starters. Advanced level students will focus on writing multi-paragraph responses to prompts. Students will be provided with writing checklists and example sentence starters. Based on student-level data gathered by the content teachers, the content teachers and the 2 ESL certified teachers will co-plan and co-teach, based on this specific data collected and the specific needs of students.

The focus of our school is around literacy. As such, we ensure that English language acquisition is a priority for our ELLs. Therefore, the ELL students also are being supported with the school librarian, and a specialized set of programmed trips to the school library. The 2 ESL teachers are aware of the

Part B: Direct Instruction Supplemental Program Information

NYSESLAT data and of the specific areas of assessment (reading, writing, speaking and listening) that each student needs for improvement. As a result, each student is able to improve their respective levels toward improving their proficiency and fluency in the English language.

At the High School level will work on their fluency, vocabulary, and comprehension, based on their proficiency levels using grade, student and lexile levels. The program will be taught by the librarian, with the 2 ESL teachers pushing in.

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:

Thus far in the 2014-2015 school year there have been two professional development workshops. The first was an introduction to Beginner ELLs and their unique needs. It was held on September 24, 2014 and was facilitated by the ESL teacher, Sarah Camiscoli. The second workshop focused on creating materials and instructional moves to support Beginner ELLs. It was held on October 1, 2014 and was facilitated by the ESL teacher, Sarah Camiscoli. Both workshops were one hour in length and included the entire teaching staff.

Future ESL professional development will be outsourced to ESL organizations with assistance from TESOL professors at Hunter College. A PD workshop discussing how to increase ELL engagement is planned for all staff members on January 28, 2015 for one hour. The workshop will be facilitated by an outside teacher educator. An additional workshop will be held on April 15, 2015 for one hour and will focus on differentiating for ELLs in Math & Science. The workshop will be facilitated by an outside teacher educator from Hunter College, and this Professional Development is fully intended for all teachers at the Urban Assembly Bronx Academy of Letters.

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

Part D: Parental Engagement Activities

Begin description here:

In order to increase school-wide ELL parent engagement we will be translating all documents and announcements into the parents' native languages. Spanish translation services will be provided internally by Ms. Monge and Ms. Garcia. Translation of low incidence languages such as Arabic and French will be provided by NYC DOE Translation services.

ELL Parent workshops are held twice a year in October and April each year. In early October, our parent coordinator in conjunction with the ESL department held a welcome workshop for new immigrant families. Translation services were provided to assist parents in completing lunch forms, understanding school rules and expectations, learning about after school opportunities, and previewing the curriculum. On April 22, 2015, the ESL teachers will run a parent workshop to discuss the NYSESLAT in the evening from 5 to 7 pm. Topics will include parts of the exam, how to prepare your child, and implications of the NYSESLAT. This workshop will specifically target newcomer parents as well as the parents of long-term ELLs who may be unclear about why their child is still receiving ELL services.

In order to increase ELL parent involvement, we would like to offer an additional conference day specifically for ELL parents. We will offer an additional open 1:1 conference time for ELL parents twice a marking period on Wednesday afternoons from 3pm to 5 pm. Tentative Wednesday ELL conference dates are January 14, 2015, April 1, 2015, May 13, 2015, and June 10, 2015. Spanish, French, and Arabic translators will be provided to assist parents and teachers.

Our extensive partnerships are critical to our involvement with our ELL community. We plan alongside with the Urban Advantage, one of our partnerships, to build community ties with the families of our ELLs. We have two trips per year to a New York cultural institution, in order to bridge the school community with our ELL parents and ELL students. This year, we are planning two trips on two separate Saturdays in March and April. One trip will be to the New York Botanical Gardens, located in the Bronx, to strengthen the community ties with the borough to our ELL families. The other trip will be to the American Museum of Natural History, so as to provide entry points to our families about their natural community.

Finally, we provide information through our translation services to the international convention and English Language Expo through TESOL ELL, which focuses around increasing the student achievement of ELLs. It takes place on April 25th and the focus is to ensure that our ELL parents are all on board with the importance of student achievement and in understanding the vision and mission of the Urban Assembly Bronx Academy of Letters.

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	_____	_____

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.
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		