



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	09X227
School Name:	BRONX COLLEGIATE ACADEMY
Principal:	D WHITE

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Collegiate Academy School Number (DBN): 09X227
9-12
Grades Served: _____
School Address: 240 E. 172nd St. Bronx NY 10453
(718) 410-4077 (718) 410-4035
Phone Number: _____ Fax: _____
School Contact Person: Lisa Fennell Email Address: LFennell@bxcollegiate.org
Principal: Darryl White
Jay Werner
UFT Chapter Leader: _____
Pamela Huff
Parents' Association President: _____
Nicole Lieberman
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kyetha McKune
Osvaldo Sanchez
Student Representative(s): _____
Cinthya Pages (Counseling in Schools)
CBO Representative: _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1 Fordham Plaza Bronx, NY 10458
Director's Office Address: _____

Jruiz2@schools.nyc.gov

Director's Email Address:

718 828-7776

Phone Number:

Fax:

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
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.
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.
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.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Darryl White	*Principal or Designee	
	Jay Werner	*UFT Chapter Leader or Designee	
	Pamela Huff	*PA/PTA President or Designated Co-President	
	Stephanie Caceres	DC 37 Representative (staff), if applicable	
	Kyetha McKune	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Cinthya Pages	Community School Director (staff)	
	Malicka Encarnacion	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Oswaldo Sanchez Kelsey Ruiz Beshira Huff	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Rossys Pochet (parent)	Staff/Parent/Other Contributor	
	Jolane Toro (parent)	Staff/Parent/Other Contributor	
	Nicole Lieberman A.P.	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Bronx Collegiate Academy (B.C.A.) is one of seven schools located on the Taft Educational Campus with an enrollment of 385 students. The administrative team consists of the principal and one assistant principal. The instructional team is staffed with 26 teachers and three para-professionals. The students reside almost exclusively in the Bronx, and the 2013-2014 Title 1 eligibility rate was 89%. Currently, 34% of our students are English Language Learners, and 27% have Individualized Education Plans. Our 2013-2014 average daily attendance rate was 80.1% and our graduation rate was 55%

Four years ago, the school transitioned from the Expeditionary Learning network of schools (formerly known as Bronx Expeditionary Learning High School) to a school with a more precise mission of preparing students for the rigors of college. Our formal mission statement reads, "The mission of Bronx Collegiate Academy is to be a diverse and inclusive community that provides a rigorous and competitive education to all of our students. Students will be empowered to develop the skills to become lifelong learners and effective citizens in an evolving society through an engaging curriculum and a nurturing environment. "

Current collaborations include a partnership with the New Settlement College Access Center. New Settlement provides supplemental college counseling, as they assist our seniors with application submission, financial aid, and post-graduation support. In addition, New Settlement provides an instructor for an SAT prep class for our juniors, multiple college exposure trips for all of our students and families, as well as a college readiness class for the students in our Scholar's Program. Other collaborations include a teaching apprenticeship with the Fordham University School of Education and multiple partnerships with organizations which provide extra-curricular activities to our students.

Our strengths are embedded in our tight-knit community. As evidenced in our survey data, staff, students and families value our community. Even with the hardships that are affiliated with sharing a campus amongst seven schools; B.C.A. students make the most of the opportunities provided by the school. Glowing moments in the short history of B.C.A. include multiple POSSE scholarship recipients, and a vastly improved course offering which includes A.P. statistics, A.P. English literature, A.P. English language, A.P. Spanish language, A.P. European history, A.P. United States, Calculus, and college-accredited psychology. Referencing the Framework for Great Schools pillars, our strengths lie in our collaborative teaching model, our supportive environment, effective leadership and overall trust.

The ultimate goal of the aforementioned Framework for Great schools is student achievement. To become a great school, we need to make significant gains in major indicators such as graduation rate, average daily attendance, Regents pass rates and student credit accumulation. We've made progress during recent years but our work is still ahead of us. We have built strong relationships with a core base of parents but need to extend this base to include a larger percentage of parents. Similarly with community initiatives, our goal is to develop additional relations and to build our resources base.

With respect the the Framework areas in which we made great progress, supportive environment was our greatest gain. We made great strides in supporting students' social and emotional developmental health as evidenced by our OORS incident data decreasing in incidents and suspensions; most impressive was the sharp reduction in incidents that occurred during instruction. The concerted effort was fueled by a number of factors: more engaging lessons,

partnership with Good Shepherd Services, community building events and incentives, and a more proactive approach to student affairs.

This year the key area of our DTSDE Tenet focus is curriculum development and support. We received a rating of developing on last year's quality review for area 1.1. This year we adopted multiple strategies to support planning. The first is to fund substitute teaches in order to allow content teachers to use the time for planning. This is scheduled once/month. Secondly, we worked closely with network instructional support staff to better align our curriculum with the Common Core framework. As part of our peer lesson review we conduct lesson plan reviews before visiting the classroom.

09X227 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	383	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	11	# SETSS	7	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.0%	% Attendance Rate			80.4%
% Free Lunch	77.5%	% Reduced Lunch			0.3%
% Limited English Proficient	30.9%	% Students with Disabilities			25.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			29.8%
% Hispanic or Latino	68.5%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.64	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.3%	% Teaching Out of Certification (2013-14)			25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			9.25
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	43.1%	Mathematics Performance at levels 3 & 4			69.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	67.0%	% of 2nd year students who earned 10+ credits			51.7%
% of 3rd year students who earned 10+ credits	46.1%	4 Year Graduation Rate			54.5%
6 Year Graduation Rate	58.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In tenet 3.4, we rated ourselves “developing.” According to our most recent Quality Review findings, “across classrooms, teaching strategies inconsistently provide multiple entry into the curricula. Student work products and discussions reflect uneven levels of student thinking and participation.” Although many teachers are incorporating higher-level questions into their lessons and unit plans, we need to establish a system to ensure that all teachers are implementing appropriate strategies to scaffold for struggling students, while providing opportunities for challenging extensions to more advanced learners. This year we are implementing the WITsi system across all grades. Our goal for this year is to acclimate the entire staff to the system and to establish a universal protocol for identifying and resolving 'literacy gaps.'</p> <p>Strengths:</p> <ul style="list-style-type: none"> Well-defined PD schedule in relationship to our school goals. Planning days and common planning time for departments and teacher teams. Heterogenous peer-Intervisitation groups meet consistently 		

Areas of Improvement:

- Improve school leaders' systems to collect and give feedback on unit plans.
- Enhance opportunities for cross-curricular tasks in the classroom.
- Strengthen school-wide practices to scaffold rigorous instruction for all students to meet the demands of CCSS.
- Model more innovative ways for teachers to use technology to promote rigor and engagement.
- Strengthen the use of peer inter-visitation feedback to improve units and lessons.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

BCA has opted into the Collections ELA curriculum, which is NYCDOE's core curriculum; for mathematics, BCA will continue with EngageNY, as well as using the DOE frameworks for science and social studies. Beginning in the summer of 2015, teachers will use June data to revise curricula for the 15-16 school year. During this process, teachers will also incorporate strategies and activities that will scaffold for ELLs and SWDs, such as using chunked and modified texts, choosing appropriate visual aids to support texts, and providing complex and compound sentence frames with relation to different conversation structures (i.e., cause and effect, comparison, sequencing, etc). Moreover, teachers will also modify units within curricula to enhance rigor for higher-achieving students; these modifications include adding additional texts from different perspectives and modifying tasks to involve more synthesis. To enhance school-wide writing, teachers will use TEXAAS writing techniques and a uniform annotating approach.

In addition to the core curricula, AP courses will be taught using college syllabi; assessments will also reflect the types of tasks and questions with which students will be confronted on the actual exams. To improve students' performance in these classes, vertical planning will exist among the teachers who instruct students in the Scholars Program, so that when these students enter AP courses, they are prepared for the extensively challenging work. In an effort to improve

student engagement, the mode of instruction will include technology, as well as incorporating student interest into coursework by surveying students prior to designing specific lessons. Hence, evidence of instructional shifts will be evident as teacher-centered, single-mode courses will no longer exist at BCA.

The extended learning time that will occur during the Renewal hour will be pivotal to our success; by folding our Renewal hour into the day, students will be automatically programmed for electives and enrichment opportunities based on their data. For example, if a 9th grader performed at level 1 or 2 in ELA in middle school, then he/she will be programmed for a Reading Plus course that will focus on improving literacy skills via high-interest, cross-curricular subject matter. Also, on-track students' enrichment offerings will include electives that are similar to college-level courses, such as psychology. In order to ensure that the ELT courses are aligned with the school-day courses, all teachers and CBO facilitators must participate in professional development and plan coursework that is reflective of the school's instructional focus. Also, since coursework must be revised to reflect data trends, teachers will work collaboratively to revise curricula accordingly. Administrators and teacher leaders will provide feedback to teachers and facilitators based on the groups' work products and observations. All assessments will be aligned to CCSS; for courses that are preparing students for Regents examinations, the assessments will be similar to said exams, while enrichment courses will mimic the structure of college-level assessments. All students will participate in interim assessments three times a year, and the assessments will be graded, disaggregated by different subgroups and analyzed by teacher teams.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all students will have engaged in rigorous literacy tasks throughout every unit of learning across all disciplines as evidenced by a 5% increase in the ELA and

Global History Regents passing rates.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Common planning: Plan and implement interdisciplinary curricula as well as implement WITsi. • Planning days: Schedule ½ days of planning for department/grade teams. We will cover their classes with substitutes. • Bi-weekly peer observation group cycles: Tuesday - lesson study. Wednesday-conduct observations. Thursday- feedback. • Professional development sessions that focus on writing to learn strategies, incorporating some from the WITsi training that the 9th and 10th grade teachers are attending. 	Teachers and students	September 2015- June 2016	Teachers Administration Students
ESL teachers will work with the DSR to make modifications to all existing curricula to provide further support for ELLs.	ELLs	July 2015 – June 2016	Teachers and DSR
CBO will partner with school-based staff to create workshops for parents to address the structure of the Regents exams and the necessary support that parents can provide their children at home to prepare for said exams.	Parents and students	June 2015- June 2016	BCA Teachers
CBO will partner with school-based staff to create workshops for parents to address the structure of the Regents exams and the necessary support that parents can provide their children at home to prepare for said exams.	Parents and students	June 2015- June 2016	BCA Teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Substitutes for planning time

Protocols and systems to facilitate and monitor meetings

Partnerships with CBO

Support from DSR

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 5% increase on the ELA Regents exam as compared to the February 2015 ELA Regents exam.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The most recent quality review and survey environment data support our belief that the school culture is one in which students feel safe, supported and challenged. On the survey, 90% of the students responded that they felt safe at school and we received a rating of well-developed on item 3.4, establishing a culture for learning. Our success is primarily due to our commitment to creating an environment in which students feel supported and welcome. Both financial and time resources are invested in extra-curricular activities, student driven events and performance incentives. Our priority need is to evolve into a community in which students are allowed to play a greater role in the decision making, including disciplinary policies, conflict mediation and budgeting. Our partnership with our CBO will be integral in developing our teachers’ ability to use data to properly respond to students’ social and emotional developmental health needs, which will ensure their academic and social success at our school.</p> <p>Strengths:</p> <ul style="list-style-type: none"> Dedicated College and Career Readiness team that reviews data and creates structures to promote equity and access for all students--AP Classes, College Now, SAT Prep, New Settlement 		

- Communication structures to ensure that families have real time information around student process and attendance - Pupil Path an online grading system and provides training to parents on how to access information on their child's progress.
- Students report that they receive constant feedback from their teachers regarding their progress.

Areas of Improvement

- Teams (SBST/SLT/Attendance) that are already in place will improve the ways in which they effectively communicate their data findings to the school community so that teachers to be able to use this data to respond to student social and emotional needs in the classroom.
- CBO will create and support special programs to sustain and promote social and emotional growth and community building.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Upon completion of the Renewal Program we would like BCA to become a hub for our community in that stakeholders will know that guidance and support on myriad matters, such as housing, mental and physical health, and housing, can be received through the school's various partnerships. Our primary CBO partner, Counseling in Schools, will work with key stakeholders to define its work to support existing successful structures. For example, CIS will provide high-interest enrichment courses that will engage high-achieving students; their licensed clinicians and interns will provide extensive support to families of students who are chronically absent or long-term absences by creating yearly social-emotional goals for students on each grade level. CIS will also offer creative therapy to students, as well as push into classes and meet with students both before and after school. By meeting with school stakeholders regularly, CIS will report the impact of their efforts and continue to revise their action plans in order to help the school meet their goal. The school will use the PBIS model, along with research-based strategies to enhance said framework. The efficacy of the social-emotional programs will be measured by attendance, credit accumulation, reduction in OORS incidents, and family involvement at key events, such as parent-teacher conferences and college nights.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the number of incidents and suspensions will decrease by 5% from the 2014-15 school year as evidenced by OORS and SOHO reports, as a result of using positive intervention and behavior management strategies.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>We will continue to use PBIS as our main framework to support the social-emotional needs of our community. We will work with Counseling in Schools to implement additional supports and enhance our current programs.</p>	<p>Returning students with negative behavioral anecdotes as well as students referred by Guidance Staff</p>	<p>Sept. 2015-June 2016</p>	<p>CBO Staff and BCA Guidance Staff</p>
<p>The needs of Students with Disabilities and English Language Learners will be addressed through our 7 SEAS Program (Social-Emotional and Academic Support Program). The 7 SEAS is a small, targeted intervention group 12-2 student-teacher ratio. Through daily meetings, teachers will be able to keep track of student progress, create targeted interventions for students as needed and tailor the program to meet the specific needs of their small group. In addition, a student worker will be linked with each group to help facilitate the sessions and be a mentor to the rest of the group.</p>	<p>Students with Disabilities, English Language Learners, Students in the Lowest Third</p>	<p>Sept. 2015-June 2016</p>	<p>BCA teachers and administrators</p>
<p>CBO will create and support special programs to sustain and promote social and emotional growth and community building. The programs will be delivered in a series of interactive workshops led by community members. Our parents will be surveyed in order provide them with the most appropriate support.</p>	<p>Parents, Community Members</p>	<p>Sept. 2015-June 2016</p>	<p>CBO Staff, BCA Staff, Parent Association</p>
<p>Reading Plus Program and Wilson Reading will be implemented to help students improve their reading skills. The data gathered through these literacy programs will be used to create interventions for students as well as to inform small group practice.</p>	<p>9th and 10th Grade students with low reading levels</p>	<p>Sept. 2015-June 2016</p>	<p>BCA Teachers</p>

These literacy courses will incorporate cross-curricular standards.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ELT Budget
- CBO Resources Budget--Reading Plus
- 14 Pedagogues for 7 SEAS Program
- 2 Pedagogues for Reading Plus Program
- CBO Parent and Activities Budget

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 5% reduction in incidents as compared to February 2015

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As a school we have invested a great deal of time to developing Common-Core aligned units, daily lessons, and assessments within our professional learning communities, formerly department and co-teacher teams. The department chairs bore the primary responsibility for collection of these documents but the newly incorporated peer inter-visitation groups, which incorporates teachers from different disciplines will promote diversification of our collaborations and the interdisciplinary approach that we seek. We rated ourselves Developing in 4.3, regarding all teachers consistently implementing Common Core Learning Standards based instruction that leads to multiple points of access for all students. In the past year we ramped up our common core focus but there is room for growth in regards to consistency. We also self rated tenet 4.4 as developing which requires teachers and students to work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. We believe that an increase of student surveys and end of unit self-reflections will help students drive their own learning process in a more meaningful way.</p> <p>Strengths (According to the QR):</p> <ul style="list-style-type: none"> Teacher teams consistently analyze assessment data and student work for students to share Teachers report that all teacher teams and professional development is teacher driven and teacher led Inter-visitations are teacher driven, and teachers report inter-visitations are embedded into the culture of the school 		

Areas of Improvement:

- Teacher Teams will focus on providing instruction that is CCLS aligned and that allows for multiple points of access for all students.
- Teacher Teams will focus on promoting instruction that incorporates more balanced student thinking and participation.
- Teacher Teams will develop strategies through their peer-intervisitation groups to raise the levels of student engagement.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

BCA incorporates teacher collaboration on a daily basis; the nature of this collaboration has shifted over the past several years from grade teams, to departments, to interdisciplinary visitation groups while always prioritizing co-teachers having planning time together and equal ownership in the classroom. Throughout the years and regardless of the Professional Learning Communities we are a part of; we dedicate three days of the week to structured meetings and two professional periods for co-teachers and grade teams to meet. We are currently invested in our inter-visitiation cycles where we use the tuning protocol to assess lesson plans, observe the presenting teacher, and provide low inference data and clear next steps, based on Danielson’s Framework. We also analyze student work in order to assess students across the skill spectrum and identify their strengths and weaknesses. The administration provides planning time by department so teachers can continue to benefit from the conversations with other teachers of their subjects and are given real time to develop and enhance Year Long Plans, Unit Plans, and Lesson Plans. Our weekly Professional Development meetings also serve as a main forum for teachers to hear each other’s voices and learn new strategies; teachers themselves typically lead the PD’s and often showcase and engage with other teachers about their own best practices, and to continually bring ideas to each other.

Teaching and learning at BCA has been increasingly hands-on and grounded in rigorous tasks that result in meaningful products. Our philosophy is that thinking must be visible and student engagement must be central to all planning. Our higher achieving students have driven great improvements in our course offerings and the administration facilitates this by paying for teachers to attend classes, such as programs at Fordham University that train teachers to teach Advanced Placement Courses. We have offered AP European History, AP United States History, AP Statistics, AP Literature, Physics, Psychology, SAT Prep, and College Now as a result of initiative and investment from the Principal. We seek more connections, internships, summer programs, and college classes for our students to become involved in, beyond our offerings. In the future, we plan to incorporate several more means toward success beyond the classroom. We are entering the second year of BCA scholars program where we offer advanced tracks for students who are highly motivated. The culture of BCA is extremely safe as evident by parent and student surveys as we share common understanding, thanks in large to professional development meetings with our guidance team, on the protocols for dealing with bullying, confrontation, and we rarely have these problems because of this unified vision. Teachers use data from the inter visitation low inference notes, interim assessments, research projects, essays, and informal questioning to zero in on individual students and their needs. We plan to use community partners to support this by

providing and/or financing students with internships, vocational training programs, increased clubs and sports, college trips, guest speakers, staff development and education related opportunities that can strengthen practice.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the period of December 2015 through June 2016, at least 70% of observed lessons will be rated effective or highly effective in components 3C and 3D using the Advance Measure of Teacher Practice system as a result of strong collaboration through teacher teams.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>· Teachers will work collaboratively in peer inter-visitation groups to design and implement common core aligned curricula that promote student engagement and deepen enduring understandings and engage in the reflective process based upon student work products and teacher feedback.</p> <p>· Professional development on Enduring Understandings/Transitional goals to ensure meaningful and rigorous engagement with the content.</p> <p>· Increased teacher development of Special Ed. And ESL services, seek out community/educational programs that can assist in this.</p>	<p>All Staff</p>	<p>September 2015- June 2016</p>	<p>Teachers Administrators Coaches Department Leaders</p>
<p>· Deepen Collaborative Planning with UBD Template in Peer Inter-visitation groups and Co-Teaching/Cooperative Teams.</p>	<p>All Staff</p>	<p>September 2015- June 2016</p>	<p>Teachers Administrators</p>

			Coaches Department Leaders
· Incorporate an Interdisciplinary unit with project once a semester with allotted planning time in September and throughout the school year.	All Staff	September 2015- June 2016	Teachers Administrators Coaches Department Leaders
· Teachers/Coaches who focus on IEPs, Transitional Plans, and teacher leadership assist our Professional Learning Communities to provide PD on ideal products and strategies to use for our population.	All Staff	September 2015- June 2016	Teachers Administrators Coaches Department Leaders

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Talent Coach											
Lead teachers											
Borough instructional leads											
DSR											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By March 2016, 50% of teachers will have a minimum of two observations rated effective or highly effective in components 3C and 3D using the Advance Measure of Teacher Practice system.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	⊕
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>At BCA, our school has a distributed leadership structure. The majority of teachers take on significant leadership roles within the school. This year's quality review notes "the principal reported that the model of his school is based on shared decision making, and that teachers play an active role and have ownership in the decisions and direction of the school." As a result of the shared leadership structure, the faculty has significant buy-in as to the school's continual improvement. School leaders encourage a culture of collaboration and support to improve instruction. The quality review also notes that "Teachers conducted a pre-conference before a planned observation of a lesson of a colleague. Using a protocol, the teachers were engaged in a rigorous process of asking questions of the teacher whom they were to observe."</p> <p>Consistent supervisory support and the use of the school's framework for evaluating teacher practice paved the way for a smooth transition in adopting Danielson's Framework for Teaching (DFT). Teachers receive written reports from supervisors and peers evaluating their practice against the DFT rubric, accurately assessing practice and informing next pedagogical moves. The practice of peer-to-peer feedback is well established, with the principal steering teachers to visit particular colleagues during monthly collegial visits, based on observed needs. Teachers give detailed low inference feedback to peers. They include direct quotes, rate each other on the Danielson rubric and provide suggestions for next steps by illuminating both good and developing pedagogy. For example, comments in peer observation reports incorporate explicit reference to identification of specific questions that exemplify reflective practice as well as less</p>		

effective questions. Suggestions included monitoring delivery of questions, student response, and use of wait time to ensure students have adequate time to reflect and fully respond as well as opportunities to pose higher order thinking by encouraging students to craft their own questions.

This year, we hope to build on our success in this area by supporting the ability of our teachers to be reflective practitioners and to set effective goals. Teachers would benefit from additional support, in particular, with respect to setting goals for the teacher evaluation system in place under the ADVANCE program and reflecting on these goals.

Strengths (According to QR):

- Teachers conduct peer-observations using the Danielson Rubric to inform and improve instruction
- The school leader has reorganized programmatic, human, and fiscal capital resources to implement the strategic plan and SMART goals and to build capacity and continue to create a school community and culture that is focused on the implementation of the Common Core Learning Standards (CCLS).
- The school leader and teacher agree that the model of the school is based on shared decision making, and that teachers play an active role and have ownership in the decisions and direction of the school.

Areas Improvement:

- The school leader will further develop and implement a plan that is aligned to the district's APPR plan for frequently observing and providing actionable feedback on teaching practice throughout the school year.
- Leaders will continue to effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices.
- Timeliness and consistency in observational feedback will improve drastically. The school currently has two administrators who conduct frequent classroom visits but did not always facilitate feedback in the same manner due to time restraints and other demands that require the attention of the administrators. The student population will grow significantly in 2015-2016 and the school will have to hire additional teachers; over the summer we plan on increasing our administrative team and implement an observation cycle that allows us to continue the frequent observations as well as provide the consistent, timely feedback.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The shared vision and mission of the school is a dynamic process. One of our goals as a leadership team is to create consistent structures and practices so that it doesn't feel like we are hitting the 'restart' button each year. To that end, throughout the current school year we have articulated our vision/mission to all stakeholders during professional learning, parent events and written correspondence as well as in advisory and visuals throughout our school. We will continue these successful practices while incorporating our new goals and benchmarks into this framework. The most important new initiative is our CBO partnership with Counseling in Schools. From the onset of the idea of this upcoming partnership, Ms. Gicel Adon took on the role of CBO coordinator and immediately reached out to potential CBO's to determine their areas of strength and to get an idea of some of the services that were available. We conducted our internal needs assessment and were well prepared to conduct the applicant interviews. During the interviews (including Counseling in Schools) we were very specific about our needs and expectations. After the formal appointment was made we met again to create an action plan for the upcoming year. Ms. Adon will continue in that post in addition to an internal committee of four who will work closely with the CBO to ensure that the needs and expectations of the partnership are being fulfilled. We will conduct weekly meetings with all key stakeholders to reflect, assess and plan forward. We will implement a multi-tiered structure including the roll out of our 7 SEAS (Social Emotional & Academic Support) with our targeted students. The CBO will play an integral part in delivering services to these students. They will also work with teaching staff and other community stakeholders to support the development and progression of our students.

Evidence based systems will begin with measurable student performance indicators such as attendance rates, academic performance, and trends in OORS occurrences. The two main staples of our program will be the implementation of an internship program for our 11th and 12th grade students. Counseling in Schools will hire a coordinator who will create internship placements for our students throughout the city. The other large initiative requires an attendance coordinator who will work with our attendance team to establish relationships with students and families, conduct home visits and be instrumental in improving our attendance rates.

Besides the 7 SEAS program (ELT pro-rata allocation) we are implementing an additional academic literacy/skill enrichment class for all students that will incorporate the Reading Plus literacy program.

In the upcoming year, due to our increase in students and subsequent increase in teaching staff we have set aside funding to increase our administrative team. We want to ensure that the observations and feedback are done in a consistent and timely fashion. This summer we will create the observation schedule that begins with a week of 'observation norming' in September to ensure that we give staff consistent actionable feedback. Our administrative team will meet bi-weekly to discuss observational information and to discuss trends in our practice, particularly those that are highlighted during our professional learning series.

Our distributed leadership structure supports a shared accountability model. One of our strengths is the sharing of data, trends and information with all community constituents. Benchmarks and progress will be highlighted and revisited on a continuous basis. Structures that are currently in place include weekly attendance team meetings, department leader meetings, department team meetings, grade team meetings, leadership team meetings and SBST meetings. We will continue to build on these structures as we incorporate the CBO into our community.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 at least 65% of all 10th and 11th graders will meet the 10-credit promotional threshold as evidenced by scholarship reports and as a result of strong structures to support and monitor student progress.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Reading Plus Program and Wilson Reading will be implemented to help students with low reading levels bring up their reading skills. The data gathered through these literacy programs will be used to create interventions for students as well as to inform small group practice. These literacy courses will incorporate cross curricular standards.</p>	<p>9th and 10th Grade students who are reading below grade level</p>	<p>Sept. 2015-June 2016</p>	<p>BCA Teachers</p>
<p>The needs of Students with Disabilities and English Language Learners will be addressed through our 7 SEAS Program (Social-Emotional and Academic Support Program). The 7 SEAS is a small, targeted intervention group with a 12 students to 2 teacher ratio. Through daily meetings, teachers will be able to keep track of student progress, create targeted interventions for students as needed and tailor the program to meet the specific needs of their small group. In addition, a student worker will be linked with each group to help facilitate the sessions and be a mentor to the rest of the group.</p>	<p>Students with Disabilities, English Language Learners, Students in the Lowest Third</p> <p>Students with a 65% ADA</p>	<p>Sept. 2015-June 2016</p>	<p>BCA teachers and administrators</p>
<p>CBO will create and support special programs to sustain and promote social and emotional growth and community building. The programs will be delivered in a series of interactive workshops led by community members. Our parents will be surveyed in order provide them with the most appropriate</p>	<p>Parents, Community Members</p>	<p>Sept. 2015-June 2016</p>	<p>CBO Staff, BCA Staff, Parent Association</p>
<p>CBO will create and support special programs to sustain and promote social and emotional growth and community building. The programs will be delivered in a series of interactive workshops led by community members. Our parents will be surveyed in order provide them with the most appropriate</p>	<p>Parents, Community Members</p>	<p>Sept. 2015-June 2016</p>	<p>CBO Staff, BCA Staff, Parent Association</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CBO

BCA Teachers

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 65% of all 10th and 11th graders will have earned 5 + credits.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The year to date attendance goal for two consecutive school years has fallen to 80%. The need to reduce the number of chronic absentee students is a priority. Truancy is a challenge for the school in which the collaboration with the community based organization (Counseling in Schools) will assist with interventions for this targeted population. The strength of the school is the consistent weekly attendance tracking and daily outreach when students are not in school. According to quality review, “The school has established effective and targeted outreach around set of high expectations that involves the support families.” In addition for the 2015-2016 school year BCA will focus on building community with parents, supporting families and ensuring the parents are welcomed and engaged in the school. To this end we will create family workshops, monthly parent/family nights, provide social and emotional services in collaboration with the CBO.</p> <p>Strengths according to the QR:</p> <ul style="list-style-type: none"> The school has established effective and targeted outreach around a set of high expectations that involves the support of families Communication structures to both parents and students ensure that families have real time information around student progress, the college process, and attendance 		

- Effective feedback and guidance/advisement supports ensure that students, including high needs subgroups, own their educational experience and are prepared for the next level

Areas of Improvement

- Establishing interventions in conjunction with the CBO, that will target truant students and work on engaging them back into the community.
- While the school has conducted some workshops for parents on various topics, there is no formal, written plan for promoting and providing training to parents on how parents can support student success in academic and social and emotional developmental health.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Families will be welcomed into our school by being greeted in the office by our bilingual staff as well as our Parent Association President. Informative pamphlets will be placed in the Parent Waiting Area for parents to review at their leisure. School Safety Agents will be trained to properly greet our parents and call one of our staff members to meet parents at the main entrance to escort them to the main office. During scheduled events, BCA student Ambassadors will meet and greet our families. In order to ensure our families understand and can take an active role in what their child is learning, our CBO will conduct workshops throughout the year to review high school graduation criteria, Common Core curriculum and expectations and strategies to help their children at home. Through the 7 SEAS program teachers will work collaboratively with the CBO to ensure communication between parents and teachers regarding students’ social, emotional and academic progress. Parents and families will have a parent kiosk in room 253 with access to their child’s performance data, information on upcoming events and opportunities to participate in the school community.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the average daily attendance rate will have increase to 82% from the 14-15 school year's 80%.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>* School-wide trips to acknowledge most improved and perfect attendance students</p> <p>* Attendance Committee meetings weekly</p> <p>* Teachers calling parents on the first absence in their class.</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>Attendance Committee</p> <p>Guidance Department</p> <p>Deans</p> <p>Teachers</p> <p>Counseling in Schools (CBO)</p>
<p>* Contracting around attendance goals with incentives.</p> <p>* Monthly Parent meetings focusing on the school wide goal.</p> <p>* Cultivate the 85+ Club students for 90+ attendance gains</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>Attendance Committee</p> <p>Guidance Department</p> <p>Deans</p> <p>Teachers</p> <p>Counseling in Schools (CBO)</p>
<p>* Summer workshop by CBO/Attendance team to incoming</p> <p>* Bridge students on the correlation of attendance leading to academic success at BCA.</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>Attendance Committee</p> <p>Guidance Department</p> <p>Deans</p> <p>Teachers</p> <p>Counseling in Schools (CBO)</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO											
BCA Teachers											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, the average daily attendance rate will have risen 1%, moving from 80% to 81 %.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goals:

1. By June 2016 45% of 2nd and 3rd year students will meet the criteria for progress towards graduation as established by the Renewal program.
2. By June 2016 '7 SEAS' program students will have increased their attendance by 5% from the prior year, will pass at least one Regents exam and at least 70% of these students will earn a minimum of 10 credits this year.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
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If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

Our ELT program is compulsory; students will be assigned to the various programs based on their social, emotional, academic needs. All will be strongly encouraged to actively participate in the Extended Learning Time programs. Letters will be sent to all homes in parent's native language informing them of the benefits of the program to extend an invitation for all students to participate. Additionally, frequent telephone calls will be made to parents/guardian reminding them of these classes. When students are absent - teachers, staff from both the CBO and BCA will call parents to inform them of their child's non-participation. Guidance counselor will conduct frequent student conference to discuss their credit accumulation and academic progress and to identify next steps to meet the graduation requirements. We will include the PTA, BCA staff, CBO and students to assist and ensure this program is a success.

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school's teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

Part 2B

The ELT program at BCA will consist of the following components: 7 SEAS Program (Social, Emotional and Academic Support), The Wilson Reading Program, Reading Plus/Literacy Circles, and after school enrichment programs.

7 SEAS Program

The 7 SEAS is a multi-tiered, credit bearing program designed to support the needs of targeted 10th, 11th and 12th grade BCA students. Selection criteria will be based on attendance (60 – 90% average daily attendance rate), student performance (Regents and credits) and anecdotal data (behavior and social emotional support needs.) These students may include but certainly are not limited to students in the three major sub groups: English Language Learners, IEP students and students in the lowest third. Homogeneous class groupings will be scheduled throughout the program. Staff members leading the 7 SEAS program will be working with a small group of students (12-14) helping to meet the specific needs of the group, including keeping track of student progress, attendance, and specific targeted interventions as identified by student data. Frequent, open, and active communication between teachers, parents, and students provides an airtight support system for student success. Adults convey high expectations, individual affirmation and support, and genuine caring to all members of their group. Our CBO—Counseling in Schools will also help support the program by providing guest speakers, resources, and leading appropriate events for small groups. As the name indicates, we will create seven groups to be identified as one of the seven major seas. Seven Seas is an apt metaphor for our community because our students come from wide spanning nations and cultures but identify as being part of one community. Each group will ‘brand’ itself and develop a sense of pride and identity. Seven small groups composed of twelve to fourteen students, two teachers and a student worker. It is important that the classes be kept small in order to ensure that each student receives both the personalized attention necessary to make significant progress in addition to the support of the peer group. Pedagogues will work together to plan, facilitate, support and conference with students, families and staff. Each month all groups will work on specific themes. . Each course will have a different academic focus that is created and facilitated by the teachers. Students participating in the 7 SEAS program will spend half of the time on academically focused course content and the other half on enrichment activities based around the monthly theme. Some enrichment resources will be provided for teachers to use at their discretion. Monthly/Bi-Monthly (depending on the schedule and budget) outings in conjunction with the theme. One Saturday per month, all participants of the 7 SEAS as well as their parents (when appropriate) will be invited to participate in a field trip/activity. Teachers may take turns chaperoning the trips/activities as appropriate. Teachers provide weekly feedback on student progress. Each student will create SMART goals; teachers will help keep students on track by providing regular, actionable feedback; helping students reach their goals. Teachers will use the 7 SEAS Tracker to record progress and contact parents on a bi-weekly basis.

Reading Plus

Reading Plus is a program designed to improve the reading abilities of students from Kindergarten through 12th grade. The program has three components: iBalance, SeeReader, and ReadAround. iBalance trains the students brains and eyes to read fluently when silently reading and also to see more characters on the page at a time. SeeReader is the comprehension component of the program. Students get to choose a text (either fiction or nonfiction) at their reading level. They then read the story and answer ten comprehension questions. ReadAround gives students the opportunity to work with common grade level vocabulary words. They are asked to select the definition of the words and sentences where the word is used correctly. If the student struggles with a word, it is marked as a “Word in Progress,” and the student sees the word again at a later time. Otherwise, the word is marked as “Mastered.” At the beginning of the school year, students complete an online baseline assessment through Reading Plus. This assessment is used to measure the students reading comprehension level, reading rate, and vocabulary level. The program then places the students at the appropriate SeeReader and ReadAround levels and determines whether or not students need to participate in the iBalance component (depending on their reading rates).

Frequency of Program

In this course, students work with the Reading Plus program three days a week. In the past, students worked with the program only two days a week, but it was determined by the staff and administration that two days a week was not providing the students with a sufficient amount of time to truly benefit from the program. On each Reading Plus day, students work with all three components (unless the program has decided that a student does not need iBalance), and then the students work in small groups based on a specific reading skill that they need to improve. These skills are determined by reading the data reports provided by the Reading Plus program.

Data Days

On the first Reading Plus day of each month, the students are provided with their individual “Instructional Summary Reports”. This report shows the students the progress they have made in each of the three components of Reading Plus. Additionally, it shows the students their performances in regards to nine reading skills. Each skill has a percentage next to it that represents the number of SeeReader questions related to that skill that the student answered correctly. Students are asked to reflect on both their highest and lowest skills and why they think each skill is either higher or lowest. Students are then put into groups of four to five students based on their lowest skill (or second lowest skill if necessary for grouping). These are the groups that the students work in for the remainder of the month.

Small Group Skill Work

On each Reading Plus day after students have completed the three online components of the program, they work in small group on their lowest skill. There are a variety of activities for students to do in these small groups:

- At the beginning of the month, groups work on skill worksheets provided as an additional offline resource by Reading Plus. These worksheets are scaffolded by reading level and provide students with basic practice related to their skills. Students complete worksheets within two or three levels of their SeeReader levels. If they are working above their SeeReader levels, they use the support of their group members to help them comprehend and complete the worksheet. By the end of the first week, each group is required to provide an explanation of their specific skill in their own words.
- Students are also be provided with short stories or short informational texts, and then are asked to work as a group to apply their specific reading skill to these texts. These texts are related to what they students are covering in their ELA, history, and science classes. These texts are scaffolded according to reading level of the students.

- At the end of the month, students work together to prepare a five minute presentation about their skill. In this presentation, students define their skill and provide an example of how to apply it to a text.
- Additionally, one day a week each small group works with the teacher. This provides the teacher with an opportunity to answer any questions the students may have about their skill that they have not had a chance to ask at other times during the week. This is also the time that the teacher uses additional reading intervention strategies with the group according to the needs of the students. These needs are determined by data from reading plus, formal and informal observations of the students' small group work, and written assignments.

Presentations and Awards Days

On the final Reading Plus day of each month, the small groups give the presentations they have prepared on each of their skills. The teacher then gives out awards for the month. The biggest award is given to the group that has had the greatest overall average improvement in their specific skill percentage. Additional awards are also given to students who have moved up a level in either SeeReader or ReadAround, students who have made significant gains in their words per minute reading rate, and students who have been committed to the program and have worked on Reading Plus outside of class time. (Additional awards are given if the teacher deems appropriate or necessary.)

Book Clubs (Literature Circles)

Selection of Books

Book choices are selected by the teacher. The majority of the book club cycles have selections related to the unit of the Collections curriculum that students are studying in their ELA classes. Some cycles have selections related to the historical time period that is being studied in the students' global history courses.

Students are given an opportunity at the beginning of each cycle to explore each of the books available and then to rate them by interest. The teacher then puts students into groups of four or five students based on their ratings of books (also taking into consideration how well certain personalities work together).

Frequency and Format of Book Club Days

Two days per week are designated as Book Club days. Each of these days consists of three parts:

son led by the teacher (5-15 minutes)

Book Clubs meet in small groups (20-30 minutes)

Reflection on small group meetings (5-10 minutes)

Mini-lessons

Each Book Club day, the teacher begins the class with a short mini-lesson. These mini-lessons are used as a time to assist students with skills that the teacher has observed students are struggling with in their Book Club meetings (either an academic skill or a discussion skill). If students seem to be doing generally well overall, the mini-lessons are used as a time to provide students with tools to enhance their discussions and to challenge them to think in different ways. These mini-lessons may come from Mini-Lessons for Literature Circles by Daniel and Steineke or from a variety of other resources, or the teacher may develop a mini-lesson specific to the class. All mini-lessons are adapted to the specific needs of each particular class.

Small Group Responsibilities

Each small group is in charge of running its own Book Club. The following are a list of responsibilities that each group is accountable for over the course of a Book Club cycle:

- Develop a reading calendar
- Complete assigned readings (as assigned by group)
- Develop discussion questions and topics
- Include all members of the group in discussions
- Remain on task during group meetings
- Complete any written assignments
- Prepare a group presentation when finished with the book

Teacher Role during Book Club Meetings

The teacher acts only as a facilitator during Book Club meetings. The teacher sets the students up to work in their groups and may give them something to focus on during their discussions based on the mini-lesson. However, the teacher does not contribute to the conversations happening within groups. The teacher circulates throughout the room and takes observational notes on what is happening within the small group discussions. These notes are used to inform the teacher's mini-lessons and to help the teacher to determine if she needs to have any one-on-one conferences with students.

Incorporating Reading Plus and Other Content Areas

In addition to the regular during reading activities that students are responsible for in Book Club, the teacher will also frequently ask students to apply their Reading Plus skills to the books that they are reading. This gives students additional opportunities to consider their skills and also allows them to share their skills with members of their group, who are very likely in different Reading Plus skill groups.

Furthermore, the teacher encourages the Book Club groups to frequently reflect on and discuss how their book relates to the unit being studied in either ELA or global. There is a short written assignment in each Book Club cycle that asks students to explain the connection between their books and either their ELA or global unit of study.

Reflection

At the end of each Book Club day, students are given an opportunity to reflect on their meeting for that day. These reflections are facilitated in a variety of ways, including questionnaires, journaling, goal setting, etc. These reflections provide students with an opportunity to consider both how they worked individually within the group and how the group worked together as a whole. These reflections are also used to inform the teacher of what students may need in future mini-lessons.

The credit accumulation component of the Extended Learning Time program will allow students to continue their progress towards graduation in a small setting with a certified subject area teacher in collaboration with Counseling in Schools. Students will receive individualized attention where their academic needs are met so as to enhance their possibilities for academic success. English Language Learners and SWD's will be offered an intensive language/literacy development workshops/classes and programs through Wilson Reading and Reading Plus to enhance their targeted language (English) skills and also assist them in making Annual Yearly Progress. For on track 11th and 12th grade students BCA along with Counseling in Schools (CBO) will assist in establishing professional internships in order to continue developing their career readiness skills.

Part 4 – ELT Program Implementation and Oversight

<p>Part 4a. Who will implement the ELT program? Who will oversee the program?</p> <ol style="list-style-type: none"> 1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured. 3. Explain how you will evaluate the program to assess impact on student achievement.
<p>The following staff members will participate along with their identified roles of implementation:</p> <p>School administrator(s): Coordinate and Supervise Extended Learning Time program</p> <p>Licensed Teachers: Provide instruction to ensure academic success and that each session is well attended</p> <p>Guidance Counselors: Meet with students to advise academic next steps and provide emotional support to students</p> <p>Counseling in School Staff: Provide enrichment activities and staff as necessary. Provide additional staffing support in terms of an Attendance Coordinator, Internship Coordinator and Interns to help facilitate the programs.</p>
<p>Part 4b. Timeline for implementation and completion, including start and end dates.</p> <p>September 2015-June 2016</p>

Part 5 – ELT Budget and Resource Alignment

<p>Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p> <p>All of our teachers will be working on a split schedule in order to ensure all students are provided with an additional hour of academic enrichment. Twelve teachers will be working on small group instruction while two teachers will be specifically assigned to deliver Wilson Reading and Reading Plus to our target students. Counseling in School staff members will implement the enrichment activities as well as provide human resources for Attendance and Internship Program. Coordinate snacks from the school cafeteria.</p>																								
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program. <i>Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.</i></p> <table border="1"> <tr> <td></td> <td>21st Century</td> <td>X</td> <td>Tax Levy</td> <td>X</td> <td>Title I SWP</td> <td></td> <td>Title I TA</td> <td></td> <td>P/F Set-aside</td> <td></td> <td>C4E</td> </tr> <tr> <td></td> <td>Title I 1003(a)</td> <td></td> <td>Title III</td> <td></td> <td>PTA Funded</td> <td></td> <td>SIG or SIF Grant</td> <td></td> <td>School Success Grant</td> <td></td> <td>Other</td> </tr> </table>		21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E		Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E													
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other													

Part 6 – ELT Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, 70% of '7SEAS' students will have earned 5+ credits and 25% of the 7 SEAS students will have passed at least one Regents exam in June.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

As a result of targeted and strategic efforts to support students and families with social and emotional areas, Bronx Collegiate Academy will reduce chronic absenteeism from 38% to 33% and increase student average daily attendance from 80% to 82%.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population of Bronx Collegiate Academy’s program will be students with less than 80% attendance, with particular attention to students in danger of becoming a Long-Term Absence, over the counter students who are newly arrived to the country, and ELLs with credit-deficiencies.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Counseling in Schools will provide the school with a full-time Community Director. Additionally, Counseling in Schools will provide an Internship Coordinator and Attendance Coordinator, as well as mentors and social workers to support the Community School Program at BCA. The main focus of their work will be to support the school in increasing attendance, particularly for hard to reach students and families. The Community Director will work closely with the Principal, Parent Coordinator, Support Services Team and SLT teams to identify gaps of support for families. After identifying these gaps, the Community Director will ensure that whatever services Counseling in Schools has agreed to provide will be executed with fidelity and in line with BCA’s instructional focus. One area that the school has already identified as a need is a skilled clinician to support with home-visits to the target population of students with low attendance. In the 2015-16 School Year, the Community Director will ensure the quality of the home visits, but also will monitor the linkages provided to the family after the home visit. An intervention plan will be shared with the Support Services Team and the Principal after each home visit. This plan will be monitored by the Attendance Liaison in collaboration with the Community Director and the Support Services Team.

In July and August of 2015, The Community Director will meet with the school's Principal, Social Worker, Counselor, Parent Coordinator and DSR to begin developing Intervention Plans for at-risk students, as identified from data gathered in the 2014-15 School Year. The school plans to start the 2015-16 School Year with Intervention Plans in place for targeted students. This way, plans are not being developed in September, but implemented and monitored for impact. The Community Director will work with the Parent Coordinator over the summer to conduct home visits for students on Intervention Plans. These Intervention Plans will be shared with staff, students and families during the first month of school. These plans will include:

- a point person for each student
- student goals around attendance, academics, and behavior
- input from students, families and teachers on how the student learns best
- weekly incentives for meeting goals
- linkages for the student's family as identified during home visits
- daily check-ins with the student
- weekly progress monitoring
- frequent family meetings

The Community Director will also be a key participant in weekly Attendance Team meetings, SLT meetings, Support Services meetings, and SIT team meetings. The Community Director will be a central hub to connect families to mental health, housing and other resources.

The Internship Coordinator provided by Counseling in Schools will oversee an Internship Program for on-track seniors to gain real-world experiences. The Community Director will work over the summer to lay the foundation for the Internship Program. Once an Internship Coordinator is in place, he or she will identify businesses or programs where juniors and seniors could gain workplace experience. It will be the Internship Coordinator's responsibility to connect students with and manage the Internship Program, ensuring that both businesses and students are having a productive experience that will prepare students for the workplace.

In addition to the support services outlined in section 6, Counseling in Schools will support our existing programs such as STEP and dance.

In collaboration with the Parent Coordinator, the Community Director will hold monthly workshops with families around topics identified in the interest survey, as well as from data gathered from home visits.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The Community Director in collaboration with the Principal, Assistant Principal and Director of School Renewal will oversee the implementation of the Community School program and will be responsible for monitoring the progress of the program. Because the Community School program will be a true collaboration among all stakeholders, the school

social worker, guidance team, culture team, We are the School Committee, teachers, students and families will all be involved in program implementation.

The Community School Program will be evaluated by the impact it has to raise credit accumulation, decrease chronic absenteeism and raise overall attendance rates. Bi-weekly meetings focused on data analysis of these key areas will occur. If the data is not trending in a positive direction, adjustments to the program will be made. All stakeholders will be given multiple opportunities for feedback on the program throughout the year. This feedback will be taken into consideration in addition to the data analysis to determine the effectiveness of the program.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Resources needed:

- Counseling in Schools will provide the bulk of ELT programming on Mondays and Wednesdays when teachers are meeting or having Parent Engagement time
 - Counseling in Schools will support the after-school program from 4:00pm to 5:30 through providing mental health services and high-interest activities for students and families
 - Internship Coordinator
 - Attendance Liaison
 - Community Director
 - Sub-contracting for STEM courses and SAT Prep
 - Financial resources to support attendance incentives for students and families
 - Instructional materials for ELT and After-school programs
 - Potential financial support for CUNY, College Now and the college application process
- Support for College Trips

Part 3c. Timeline for implementation and completion, including start and end dates.

June 2015

- Hire a Community Director
- Meet with Counseling in Schools to conduct a needs and asset assessment

July/August 2015

- Community Director meets with Parent Coordinator, Principal, DSR, and Social Worker to determine students in need of home visits
- Intervention plans for targeted students are made

- Internship Coordinator and Attendance Liaison are hired
- ELT and After-school program is scheduled
- Sub-contracted areas are hired/determined
- Attendance data for 2014-15 is analyzed and target population is set
- Potential Internships are identified
- Group meeting of targeted students and families is held

September 2015

- Internship Coordinator and Attendance Liaison begin work
- Internships are determined and matched to students
- ELT and After-School Program begins
- Intervention Plans given to students and families
- Orientation meeting introducing the Community School Program is held for all families
- Goals and targets for students on Intervention Plans are set
- Interest survey given to students and families

November 2015

- Impact of Intervention Plans for First Marking Period is discussed with families
- Adjustment of Intervention Plans happens according to data

December 2015

- Second Marking Period Intervention Plan check-point

January 2016

- Team evaluates ELT and After-school offerings for impact on student achievement
- Adjustments are made based on data analysis

February 2016

- Recognition ceremony for students that have met their Intervention Plan Goals
- New target population for Semester 2 is determined

- ELT and After-school for Semester 2 begins
- Internships for Semester 2 begins
- New Intervention Plans and goals are set and shared with families and students

March 2016

- Impact of Intervention Plans for First Marking Period is discussed with families
- Adjustment of Intervention Plans happens according to data

June 2016

- Evaluation of Community School Impact
- Goals and adjustments for 2015 are met

Section 8: 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)	9 th – 10 th grades Failed most recent Interim Assessment. Lexile scores on Reading Plus assessments 11 th - 12 th All students who have not passed the ELA Regents .	Reading Plus program. Interactive digital based program.	Whole class and one-one consultation.	Afterschool on Wednesday and Thursday. Fridays during lunch. 9 th , 10 th and all ELL students – one period daily.
Mathematics	9 th Grade. Failed course and failed latest Interim Assessment. 10 th – 12 th All students who have not passed the Int. Algebra exam.	Targeted standards based re-teaching.	Small group with data driven individualized work plans	Saturday sessions throughout the entire school year. Staff and peer tutoring Tuesdays and Thursdays. afterschool
Science	All seniors who have not passed the Regents exam.	Castle Learning program. Detailed instruction with accompanying assessment. Teacher designed units	Small group	Six Saturday sessions prior to each Regents exam. Afterschool on Wednesday and Thursday.
Social Studies	All seniors who have not passed both of the Regents exam.	Castle Learning Digital program. Detailed instruction with accompanying assessment. Teacher designed instructional units. Small group tutorial sessions. Interactive writing. Targeted standards based re-teaching.	Small group	Six Saturday sessions prior to each Regents exam. Afterschool on Wednesday and Thursday.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All mandated IEP students. Students who are referred by our SBST.	Advisory. Taft campus Spark program. Montefiore clinic health based programs.	Mostly individual. Some small group counseling	During the school day
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Section 9: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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>In order to attract highly qualified teachers, we do the following:</p> <ul style="list-style-type: none"> -Attend hiring fairs -Partner with graduate schools of education, such as Fordham and Lehman -Engage candidates in a comprehensive interviewing process, which includes teachers and students <p>In order to retain, assign, and support teachers, we:</p> <ul style="list-style-type: none"> -Provide differentiated professional development -Use teachers' Advance data to provide mentors and targeted support -Offer teachers off-site professional development -Reward teachers with leadership positions and the ability to be innovative

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> -Inter-visitations -Differentiated PDs around Danielson Framework -Mentoring -Professional learning communities during common planning time

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
NA

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/information, early intervention services, etc.).
NA

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.
At BCA teachers are highly involved through department and grade team meetings to collaborate on assessment choices within their departments and within their classrooms. Some assessments practices that have been implemented include Interium assessments three times a year, Castle Learning, Reading Plus, Dualingo, Regents Exams and NYSESLAT. Professional development is offered throughout the year on analyzing data and adapting the results to classroom instruction.

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

<p>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 (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	401,724.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,780.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,672,279.00		

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):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 an 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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Bronx Collegiate Academy, 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 on 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 will 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.

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: <u>Bronx Collegiate Academy</u>	DBN: <u>09X227</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>111</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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

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: _

-
Students who are intermediate and advanced (or beginners who are able to be successful in core academic classes in English) are provided with ESL services according to the federal regulations on the number of minutes of ESL services – 180 minutes for advanced and 360 for Intermediate , as part of our core, mandated program . These services are provided through Freestanding ESL classes and push in support in their core academic classes. We have 4 ESL teachers who are all highly qualified and biliingual staff, bilingual counselors who also assist in the programs. Ms. Rivas and Ms. Adon teach 9th and 10th grade ESL classes and also work with the 11th and 12th students to prepare for the ELA Regents. The coteaching schedule consists of Mr. Scofield working with Ms. Biondolillo, Ms. Hurtado, Mr. Tully in the Social Studies Department and working with Ms. Fries in the Living Environment class. Mr. Heyliger also an ESL teacher coteaches with Mr. Fries, Ms. CSims (Science) and Mr. Litwin (US History).

-
Saturday Academy: In order to better serve our ESL students, they will attend Saturday Academy and participate in the Conquering Language Through Unity Brilliance and Literacy (CLUB L) program where students are selected to participate based on their needs and teacher assessment of skills. They are provided with this service in order to prepare them for the NYSESLAT and State Regents Exams. Two teachers: an ESL Licensed teacher and Core Subject Area teacher provide these services. The Saturday Academy will take place on Saturdays from 9:00 am to 11:00 am. The average weekly attendance is 25 students. The program will take place for ten weeks prior to each Regents period. Students will focus on the core subjects. Teachers will use various differentiated materials modified for our students.

-
AFTER School Program: Through our AIS program (CLUB L) in small after school setting tutoring is provided Wednesday -Thursday (3:00-4:15pm)with guidance and direct teaching from the ESL teacher in a small after school setting. Content area teachers and ESL teachers provide an 1 hour and 15 minutes of tutoring for students through the use technology iPads and apps which which assists students in developing both their language skills and content knowledge. This tutoring program assists students who are either ESL beginners and/or ESL low performing in their core classes. All teachers working with the program are certified/licensed, experienced and high-qualified full-time educators. They will provide instruction covering all content areas for which ELL and former ELL students need supports. In addition social and cultural components of the program will develop students speaking, listening and reading skills in English. Every class will also include interactive and team building activities. All of our teachers are employed at our school during the regular high school hours; therefore they are well versed in the high expectations for instruction in these academic intervention service programs. Our teachers are familiar with the overall needs of our students' academic challenges and areas of support.

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: _____ Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development: _____ All of our teachers receive 1hr and 10 min each week regularly on Mondays _____, at no cost to Title III _____. PD is also provided every other month for 2.5 hours (2hours and 10 min) of professional development during an early dismissal for students. This professional development is based on Danielson's rubrics for effective teaching and the co-teaching model that is supported through our Network and our Administrators. In addition, each of our teachers meets with an instructional coach on a weekly basis. At the beginning of the school year these meetings are focused on the creation of an individual PD plan. After the initial meetings, the weekly meetings are used to follow up on classroom observations, lesson plans and other supports that it is identified our ESL teachers need. At BCA we meet regularly as an ESL/ELA Department to discuss students needs and assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Adon, and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our PD Coordinator Ms. Rivas assists teachers in designing in house PD focused on differentiated instruction, classroom management, curriculum and lesson planning along with other pedagogical topics for the whole school. All ESL/ELA BCA pedagogues are participating in Common Core professional development which also incorporates a focus on ELLs and guidance is provided by our Network Liaison, Isabella Robertson; there is whole staff, department and one on one sessions on an ongoing basis through out the year (1-2 times a month). Some of the topics covered in the professional development are as follows; writing skills for ELLS, vocabulary building, differentiation (multiple points of entry), difference between SPED and ELL modifications, ELL exams and requirements. Professional Development full day sessions continue to be provided by Reading Plus as well as two day Professional development by Castle Learning. Additional PD is provided by our technology teacher Mr. Mejia, to incorporate iPads in our ESL classes and AIS. Core subject area teachers also work along with ESL teachers to provide services for ELLS in their classes.

For this year, through our Inquiry team, teachers are focused on a specific group of ELLs in order to assist them. We are also meeting in Grade Level Teams with at least one ESL teacher each grade to better assist teachers in understanding the needs of the ELLS. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLS. This year at BCA the plan is to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Teachers have PD every Monday from 3-4pm topics include but are not limited to ELL strategies, Multiple Points of Entry, Engagement, Data Review, Lesson Planning, Reading and Writing across content areas. All teachers attend ELL strategies/skills professional development in order to better serve ELLS both in their core classes and after school programs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training _____, at no cost to Title III _____

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night monthly meeting which specifically focuses on ELL students and their specific needs and supports. Topics such as reading, essential tools for school, academic success and acculturation will be covered at the monthly meetings. Second, our school-wide inquiry project for this year is focusing on ELLs, including a teacher-student mentoring program, about which parents will be kept up-to-date on their child's performance in school. Our data has shown a decline in academic performance during their 11th and 12th grade years. Therefore, this year we targeting our 11th and 12th grade ELLs and to improve their academic performance we will increase communication with parents. Another part of the program requires teachers to meet with a small group of our ELLs to provide guidance and tutoring and also call parents on a weekly basis. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations.

Faculty and staff at BCA come into regular contact with parents: through SKEDULA (bilingual attendance and grading program) faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; our office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions. In addition we also have an event with Breakfast with the Principal where parents and staff are invited to meet with the principal. This provides parents and staff an opportunity to meet with the principal and administration to discuss different issues and concerns. In such an environment parents are provided with an opportunity to discuss a range of topics.

At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs' Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which a particular staff member will mentor many ELLs, for this year, in which many ELLs will be

Part D: Parental Engagement Activities

mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student’s performance in school as well as listen to the parent’s concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 227
School Name Bronx Collegiate Academy		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Darryl White	Assistant Principal Nicole Lieberman
Coach Astrid Jacobo	Coach Melissa Ramos
ENL (English as a New Language)/Bilingual Teacher Maria Rivas	School Counselor Y. Guzman; Ms. Vartanova
Teacher/Subject Area Gicel Adon/ENL	Parent Pam Huff
Teacher/Subject Area type here	Parent Coordinator Stephanie Caceres
Related-Service Provider Yvette Jenkins	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Carron Staple	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	414	Total number of ELLs	93	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	26
SIFE	24	Developing ELLs (ELLs receiving service 4-6 years)	31	Long-Term (ELLs receiving service 7 or more years)	40

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	22	6	2	31	13	4	40	6	19	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

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

* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: NA

Freestanding English as a New 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										47	24	6	4	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	3	2	1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										11	2	1		0
Emerging (Low Intermediate)										7	4	2	1	0
Transitioning (High Intermediate)										7	6		4	0
Expanding (Advanced)										13	10	3	7	0
Commanding (Proficient)										4	8	1		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										4	8		1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	20		7	
Integrated Algebra/CC Algebra	15		8	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	9		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	19		0	
Geography				
US History and Government	14		5	
LOTE				
Government				
Other <u>LOTE</u>	2		2	
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0							
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - ENL teachers use various reading and writing assessments to evaluate student's proficiency in English for both incoming and returning students. Wilson Reading and Reading Plus data both are used to evaluate students' literacy skills. In terms of reading we see that about 90% our students are reading below grade level. For the year we will be focusing on strategies and skills, which assist students in improving their reading and writing skills. Teachers use this data to continue developing the lessons plans using various strategies which are scaffolded and differentiated including in order to help students improve their reading and writing skills. All the data is evaluated as a department and then communicated to other departments in order to better assist both teachers and students. As a school, BCA is developing an instructional plan which focuses on developing reading, writing skills in ENL class and through content areas. This year our core content area of focus is ELA where our ENL/SPED/ELA teachers will co plan and develop curriculum using HMH Collections in order to prepare students according to the Common Core Curriuclum and then facilitate a writing workshop with focus on content area writing. This will assist students in developign their writing skills with content foundation. With the forementioned, teachers will participate in Inquiry meetings to discuss ELLs academic progress, the combination of Inquiry meetings and assessments assist teachers in aquiring more knowledge to better assist each ELL student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - On the overall NYSITELL scores the majority of our ENL students are in the high intermediate proficiency level across the grades. We had 3 new admits who took the NYSITELL. One, 10th grader scored Intermediate, 1 Entering and 1 9th grader also scored Enterging. The NYSITELL data reveals that the majority of our students are either Intermediate or High Intermediate level across the board. The data shows students either moving up one level on NYSESLAT or scoring proficient which a testament to the effective strategies in the classroom. But there seems to be some students who conitnue to stay in the high intermediate level. In order to assist students and teachers more PD on sound ESL strategies will be included more consistently throughout the grades. This will be done effectively through the work of content area teachers working with ESL pedadogues to effectively incorporate the skills students are utilizing to move up one level on the NYSESLAT. As for the NYSITELL all new beginners will have the required minutes of ENL services in addition to providing tutoring.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
3. The AMAO information is used to program students and assist in developing targeted instruction for our ENL students. It also provides a concrete and tangible outcomes for our students in order to assist teachers with programming and instructions. Overall the data reveals that our students are struggling to do well in content area Regents but a deeper analysis shows students getting close between 54 and 64 which means that they are acquiring academic skills but they under the threshold. This is aligned with research shows students need 5-7 years of academic English in order to successfully pass the Regents exams. With this data we have developed various programs to assist students with their academic needs. There will be tutoring for all ELLs in content areas and extra help on Saturdays to assist students in developing both language and content knowledge to assist in moving them from 54 to 65 and from a 64 to 70. For Content Area classes and Regents exams; content area teachers provided tutoring for ESL students and also scaffold lessons to meet their needs. An ESL teacher works with teachers in History, Science and English. The data reveals that all ELLs do make gains in NYSESLAT and Regents exams at BCA it might take some time but they do acquire the skills to be successful.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 4a. In general, most students prefer to take Regents exams in English, as that is the language of instruction for all Freestanding ENL classes. However, when students have access Bilingual reading texts or tutoring, some prefer to look at the exams in both languages and respond in Spanish. Lower proficiency level ELLs who use this native language support often perform better than other ELLs at a similar proficiency level who take the exam in English only. For this year students who are part of the tutoring, and reading program will be monitored in order to assess their skills. * When all exam data is received there will be a more concrete analysis will be completed. Across the board all ELLs are performing better in all subject areas with passing grades ranging from 55-80 on several Regents Exams (English/Math/Science/History). The ENL team will continue to work along with the content area teachers to maintain and increase the exam passing rate. Our ESL team has established classes with a focus of intensive reading and writing skills. The next step will be to include more content area knowledge in the ENL classes in order to better prepare the students for these exams and continue their academic gains. This will require a more interdisciplinary approach to teaching which will be a focus of our ESL team.
- 4b. For this year we will continue to use the Periodic Assessment in order to assist with lesson planning and preparation for the state exams. We are currently looking for an assessment, which will be more effective in assessing students' English proficiency levels. At BCA periodic assessments have proved to be valuable when addressing our instructional goals. In addition, leadership has designated an Inquiry team which is focused on ELLs progress, and the ENL Department will develop an instructional plan which includes strategies to better assist all the departments in developing ENLs' skills. ENL teachers are also working with various departments with lesson developing and ESL strategies to help students. In addition ENL teachers are also scaffolding strategies to integrate content area skills which will assists students in preparing for exams and college.
- 4c. When available students are assisted in their Native Language. Glossaries, dictionaries and translations are also provided in classrooms.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
5. NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
- NA
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
8. Evaluation of our ENL program is ongoing. The evaluation includes looking at students' academic growth in the classroom and reviewing reading/writing levels periodically to assess their skills. During the school year surveys assessing students' skills will also be part of evaluating the ENL program in order to better serve both students and teachers. This year we reviewed ELA Regents Data from January 2015 and saw that our students were passing with 65 -70 scores. We then proceeded to review what we had done in class as an ENL team and saw that our students responded to a writing template TEXAS and used this template during the exams. We have since incorporated the TEXAS writing template in our other core content areas. This is also a template used in the SPED class which assists our ENLs across the BCA classes.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

During the registration process, the parents of newly admitted students who speak a language other than English at home are referred to one of our qualified pedagogues, who are also bilingual (Spanish/French/English). One of these pedagogues will administer the HLIS and conducts the oral interview in English and the native language with most parents of our incoming students. For families who speak French at home, Mr. Scofield, a certified ENL teacher with a Masters in TESOL, assists with the HLIS and oral interview. If students meet the qualification for NYSITELL administration (i.e, answer ‘yes’ to speaking a language other than English the requisite number of times on each section). One of our three qualified ESL teachers administer the test to the student(s) immediately, the next day or as soon as possible within the 10days. Both teachers also conduct the Parent interviews and show the parent video about the language selection. All the documents are organized in a binder and students files. . Based on their NYSITELL scores, students are placed in the appropriate classes within 10 school days of registration. The Spanish LAB will be administered to all new students who are native Spanish speakers within the first 10 days of school. The test will be administered by one of our certified ESL teacher. Newly admitted students who transfer from other NYC public schools already have HLIS and NYSITELL data on file. For these students, our bilingual guidance counselor and or pupil secretary checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration. Additionally if the students were not in the ss

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

2. Paste response to question here: The school maintains a SIFE questionnaire for parents and students in the students files. All questions are asked during the initial interview. All information is kept on file. SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

. Initial SIFE status must be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT. For further information on SIFE, go to <http://intranet.nycboe.net/SpecialPopulations/ELL/Resources/SIFE.htm>.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The language proficiency team includes Ms. Vartanova, Ms. Adon, Ms. Lieberman and Ms. Rivas will review the student’s language development. If the student is determined to be an ELL, the information gathered in steps 1 and 2 should be used to determine if the student requires further assessments for SIFE status.

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of:

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student’s parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years

1. If the LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student’s English language development, including, but not limited to the following:

- The result of Step 1 (see above)
- The student’s history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part

200.4(b)(6), which includes assessments administered in the student’s home language

- Information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

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• If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

• If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

• The principal must accept or reject this recommendation

- o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student
- o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder. It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. All guidelines will be followed accordingly.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are informed about students NYSITELL results on the same day and entitlement letters/non-entitlement parent notification letters are given to them. We also keep a copy of that information. Ms. Rivas is in charge of the process and all letters are given in parents' respective languages/preferred correspondence language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here:

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
 - Are ELLs and non-ELLs
- The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
- A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older
- The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Helpful Hints: Re-Identification of ELL Status Process

- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
- If a student's ENL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined

by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here:

6. At the beginning of the year, an ENL orientation was held to inform parents of their rights and program choices. ENL teachers organized and ran the parent orientation. The principal, assistant principal, the dean and one of the guidance counselors also attended. Parents viewed the ENL orientation video explaining the three program choices (Transitional Bilingual, Dual Language and Free Standing ENL). Parents were provided with the parent survey and program selection form in their native language(based on the native language identified in the HLIS). Afterwards, parents completed their program selection form and survey. Entitlement, continued entitlement and placement letters in the home language were mailed home after the orientation.

For parents who were unable to attend the ENL presentation, a make-up session will be held during the fall Parent-Teacher Conferences. The video and program choices will be presented in the parents' native languages. A certified ENL teacher will facilitate the meeting. After the video, parents will fill out the program selection form and the parent survey. Entitlement, continued entitlement and placement letters will be mailed to the parents within 10 school days. Follow up letters and documents will be mailed to parents who were unable to attend either event. Parents are notified in their preferred language of correspondence that if the parent survey is not returned that a bilingual program is the default. Copies of the letters and documents are also available to parents in the school's main office. In the past we have scheduled orientation meetings for the parents as a group. Beginning in October, new students and parents will be provided with the orientation materials at registration. A certified ESL teacher will be present to explain the three program choices, show the video and explain the program selection form. Students are placed appropriately and parents receive an entitlement and placement letter within ten days of enrollment. If a TBE/DL program should be offered, program selection forms will be reviewed to identify parents who have previously chosen those programs. Parents will be notified by mail of the new option and an information meeting will be scheduled. Parent will also be notified by phone about the meeting.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

7. Both the Parent Surveys and Program selection are done on the first day students come in for NYSITELL with parents. All documentation and ENL program selection are completed by parents the same day in their native language. •After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. Based on the parents' program selection, students are placed in Freestanding ESL classes. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: In grades 9 to 12, 20 or more ELL students who speak the same language in one grade. If parents do not return the survey within 5 days a bilingual program will be established. With parental approval, students then transition into Freestanding ESL classes as their English proficiency increases. Placement letters, entitlement letters and continued entitlement letters are written in the home language and mailed in a timely manner. An excel sheet tracks all letters sent to parents. Continued entitlement is based on the NYSESLAT scores from the previous spring and entitlement is based on the NYSITELL. All written communications with parents are in the parents native language. Spanish and French are the main languages of families at BCA. When parents come to the school, translation

is offered by the bilingual guidance counselors as well as bilingual teachers and staff. For phone calls to the home, the above counselors, teachers and staff are available for translation. In addition, teachers use the DOE translation service. For Parent-Teachers conference, additional translators are provided.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
8. Both the Parent Survey and Program Selections are done in house on the first day students register for school. All information and documents are maintained in the ENL file office by Ms. Rivas. All effort is made for the parent's to complete the Parent Survey and Program Selection in house at the time of enrollment but in case parents do not return survey they are contacted and a list is created on Google Docs with a copy in student file. All correspondences are done in parents' respective language of communication.
9. Describe how your school ensures that placement parent notification letters are distributed.
9. A copy of the placement letter is sent home, one is also sent with the student and a copy is placed in the ENL binder/files. ENL Coordinator then maintains an EXCEL sheet and calls parents to confirm they received the letters of placement parent notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
10. All documentation is maintained in a binder which has copies of the all the information sent out to parents and students have individual files with all the ELL documentation which is organized and maintained by Ms. Rivas. All administrators (Mr. White, Ms. Rivas, Ms. Adon and Ms. Lieberman at BCA and Ms. Vartanova have access to the ELL documentation.
11. 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.
11. To ensure that all ELL's receive the NYSESLAT annually, we cross reference the BCA student names on the ATS reports and the SKEDULA. Our three certified teachers with Masters in TESOL, administer the test. Prior to the test dates, the three teachers review the list of students and the test materials and the administrator instructions. Each teacher is responsible for administering the speaking part of the test to their respective list of students. A schedule is created and classes are combined for administering the listening, reading and writing sections of the test. Each teacher keeps track of her students who miss sections of the test and need to take make-ups which are administered at the end of the testing. A Google Excel sheet is updated daily with names of students and the sections of the test that they have taken.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here:
12. All entitlement and transitional support parent notification letters are sent to parents for their review. ESL Coordinator then maintains an EXCEL sheet and calls parents to confirm they received the entitlement and transitional support parent notification letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents typically chose Freestanding ENL. As the school welcomes a more diverse ELL population we continue to provide the necessary services for all students. At this time the majority of our students are Spanish speakers. The SPED co-ordinator and the ENL co-ordinator are also Spanish speaking. All information from parent surveys is recorded on an excell sheet and in the binder files for ENL. Administrators review the information in order to program students with the proper classes according to their parent's choice of ENL program. In addition, the administrative staff in the main office speak Spanish and are able to facilitate communications with parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.

 - a. All Beginning/Entering level students receive a minimum of 540 minutes of ESL instruction per week; 180 minutes for ENL and then 180 ENL/ELA. Low Intermediate students at BCA receive at least 360 minutes of ESL instruction per week with 90 minutes for ENL ante 180 for ENL/ELA with 90 minutes of integrated Social Studies class. Intermediate/Transitioning students receive a minimum of 180 minutes; 90 minutes of Integrated ENL/ELA or Integrated ENL/Social Studies. Advanced ENL students are programmed into 180 minutes of Integrated ELA/ENL or Integrated Content Area/ENL. Proficien/Commanding students receive 90 minutes of integrated ENL/ELA or Integrated Content Area classes.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

2a. Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response. All Beginning/Entering level students receive a minimum of 540 minutes of ESL instruction per week; 180 minutes for ENL and then 180 ENL/ELA. Low Intermediate students at BCA receive at least 360 minutes of ESL instruction per week with 90 minutes for ENL ante 180 for ENL/ELA with 90 minutes of integrated Social Studies class. Intermediate/Transitioning students receive a minimum of 180 minutes; 90 minutes of Integrated ENL/ELA or Integrated ENL/Social Studies. Advanced ENL students are programmed into 180 minutes of Integrated ELA/ENL or Integrated Content Area/ENL. Proficien/Commanding students receive 90 minutes of integrated ENL/ELA or Integrated Content Area classes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. All content area classes for ELL's at Bronx Collegiate Academy are taught in English and all of the Social Studies classes for ELLs have an ESL pedagogue supporting students in class. In 9th and 10th grades ELLs are also supported in their ENL/ELA integrated class. Content area strategies for the ELL's include graphic organizers, building background knowledge, content area literacy strategies, identification of cognates, scaffolded writing exercises, and other methods to support literacy. Materials include textbooks, visuals and graphic organizers and technology such as the Smartboard, Internet, and ELMO. ENL teachers provide content area support in several ways. When co-teaching a class, the ENL teacher will plan or review lessons to ensure that the language is comprehensible for the ELL's. The language of a lesson can be simplified but not the content. The ESL teacher will offer strategies that are helpful to ELL's, as well as assessment ideas. The ENL teacher will also focus on delivering content area vocabulary in an understandable way. The ESL teacher works with students in small groups or individually.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 4. All new Spanish speaking ELL's are evaluated using the Spanish Lab or Spanish Regents. Practice exams in their Spanish classes which are administered by the certified Spanish teacher. Various formal and informal screeners are also used to evaluates students language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition we administer Interim Assessments four times a year. The data gained from these assessments is used for the creation and revision of unit and lesson plans and to ensure that students are growing appropriately in each of the modalities. To further assess students' reading and writing level also administer the level set offered by Reading Plus which is administered three times a year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term

- e. Former ELLs up to two years after exiting ELL status
6. Bronx Collegiate Academy makes every effort to service all ELL's within the constraints of a small school and teaching staff.
- 6a. When necessary, SIFE students are offered multi-grade programs to make up any skills or credits missed through interrupted formal education. Content area teachers support SIFE students with a variety of ESL strategies. Smartboards, ELMO overhead projectors and computers are used in the classroom. After school support is available in all content areas. Scaffolding and differentiation are utilized in the classroom.
- 6b. Newcomer ELL's are grouped Homogenously at first to allow for both intensive targeted instruction and to allow time for students to adjust to the new school setting. When available, special summer school classes are offered for newcomer ELL's to help support ESL instruction before the school year begins. After the 9th grade, summer school programs facilitate language and skills review as students' progress to the upper grades. Regarding testing, Newcomer ELL's are introduced to standardized testing procedures within the first year through the NYSITELL and NYSESLAT preparatory exercises. Because Newcomer ELL's may never have been exposed to standardized testing, teachers in these classes take extra care to explain and practice testing procedures. In the classrooms, teachers differentiate using projects, group work and pair work. Activities are scaffolded. For reading, content is differentiated according to the students' individual level and classrooms have new leveled libraries. ESL strategies, such as visuals, graphic organizers and scaffolding are used by all teachers. The Reading Plus reading program, an independent reading program on the Internet, is used twice a week. After school support is available in all content areas.
- 6c. Students who have received 4-6 years of ENL instruction have generally achieved proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing) but need targeted instruction to achieve full proficiency. Teachers review these students Interim Assessments and NYSESLAT scores to identify specific areas of need, and program and plan instruction to accommodate the students' continued progress. The BCA literacy program provides for a period of reading and a period of writing each day. We also use the reading and writing program, Reading Plus. It is an independent reading program accessed on the Internet that students use in class 2-3 days a week. We offer a Regents Prep class to 11th and 12th ELL's and the writing focus will be on essay formats similar to those on the ELA Regents exam.
- 6d. Teachers continue to assess specific language needs for Long Term ELLs. Generally, these are upper classmen who have completed their required credits but struggle with the Regents Exams, typically those in ELA and Global History. Students are offered targeted instruction in academic reading and writing, as well as content area literary and test preparation strategies to prepare for the Regents.
- 6e. After testing proficient students are placed in ELA and regular content area classes. They are provided with access to all ESL services and after school ENL programs. Also all ELL accommodations mandated by the state are in place to facilitate their transition into mainstream classes.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification will be sent in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. 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?
8. Programs for ENL/SWDs are scheduled in meetings by the SPED coordinator, Ms. Lieberman, the ESL coordinator, Ms. Rivas and the scheduling coordinator, Ms. Vartanova. Students' scores on the NYSESLAT and SPED academic testing such as the WRAT, KTEA and Woodcock and Johnson are considered during student placement process. Their needs and the ENL/SWDs are placed in small classes with integrated co-teaching. Learning styles are evaluated and differentiation occurs through leveled learning. The literacy block provides for one period of reading and one period of writing each day. The classrooms have leveled libraries and students read independently during the reading period. Instructional strategies include visuals, building background knowledge, scaffolding and pair and group work. Technology such as the Smartboard, ELMO and computer tasks are also utilized in the classroom. Every effort is made to provide appropriate programs for ENL-SPEDs the classroom teachers use ESL strategies, such as visuals, building background knowledge and graphic organizers, to facilitate

understanding. Tasks are scaffolded and differentiated to ensure comprehension. In some content areas, textbooks and workbooks are available in Spanish or bilingual editions. After school support is also available. Instructional strategies for ENL-SWDs include building background knowledge, graphic organizers, visuals, understanding of cognates and a wide variety of reading and writing strategies. We use several sets of textbooks for content areas and Engage NYC for ELA/ENL. Classrooms have leveled libraries as well for independent reading. Reading Plus a leveled, independent reading program that students access on computers is also used in our ESL/ELA Sped classrooms. We also offer HOMERUN an after school programs specifically for SWED's and ELL's. Homerun is an after school program where students receive academic support, social and cultural activities and field trips for ELL students and parents.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
7. 8. For students who have both LEP and special needs, the school programmer reviews their IEP's and NYSESLAT results and consults with teachers to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform students placement, but every effort is made to accommodate both mandated ENL/ELA/NLA instruction along with Self-Contained, Co-Teaching, ICT and Special Education Teacher Support Services. Students are placed in ICT classes based on the NYSESLAT and IEP requirements.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

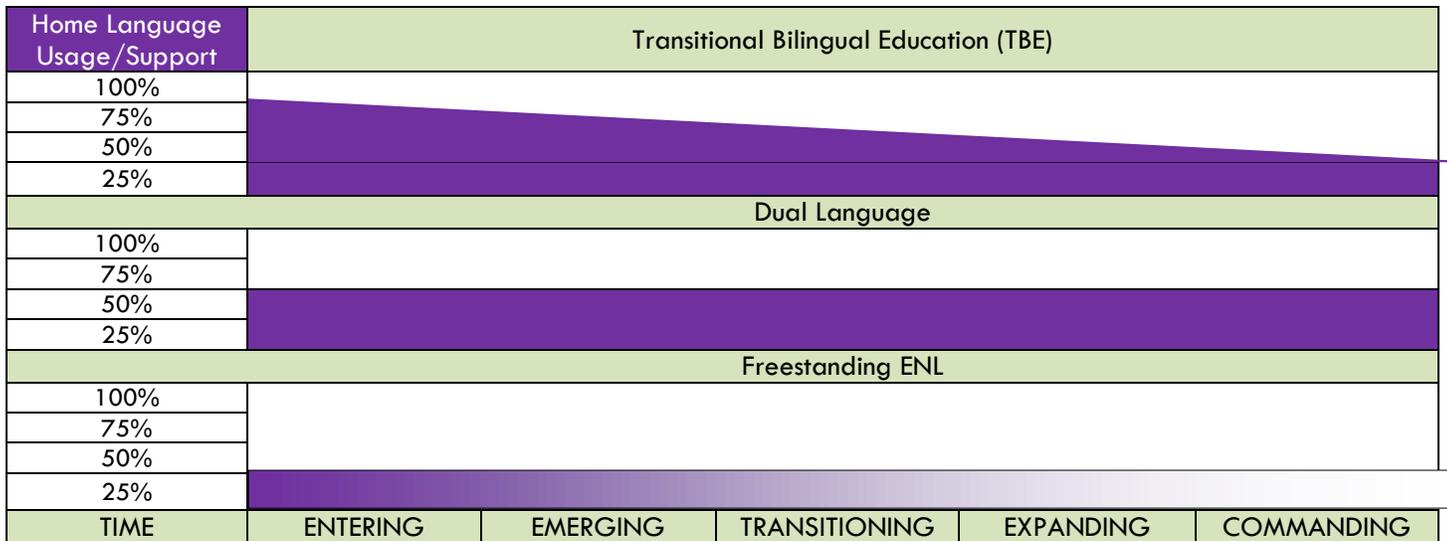


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
10. Bronx Collegiate Academy offers tutoring classes in ELA, math and other content areas to all students three days a week. ENL's participate fully in these tutoring classes and a few are targeted specifically for ELL's. After school tutoring is available for beginning ENL students for language acquisition and others tutoring is offered based on Regents Scores. We also offer support for ENL students in the 9th and 10th grades by keeping all ENL students in together in Math classes and providing a Bilingual Paraprofessional in the classroom.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. Our program is proving to be very effective for our ELL students. Our incoming ELLs are given the opportunity to share in a community of other ELLs by being provided with homogeneous groupings and by having them participate in academic and culturally enhancing experiences such as our HOMERUN/7SEAS program. Last year most of our students went up at least one level in their NYSESLAT and, according to our Reading Plus data, their lexiles scores went up an average of 100 points. Our ESL students are also passing or showing great improvement in their Regents exams as demonstrated by our test results last year. Rosetta Stone is also used by Beginners to develop their language skills .
12. What new programs or improvements will be considered for the upcoming school year?
12. At Bronx Collegiate Academy we continue to use Readign Plus, Wilson Reading, an independent reading program as well as Castle Learning Online for supplementary work. We have also implemented the Homerun/7 SEAS program to enhance our students social, cultural and academic experience at BCA.
13. What programs/services for ELLs will be discontinued and why?
13. We have eliminated the Achieve 3000 reading program which is now replaced by Reading Plus. Students were surveyed as to which program they preferred and Reading Plus got the most votes. Both programs have impacted student achievement but fo now Reading Plus will continue to be used at BCA.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. ELL's are encouraged to participate fully in the school life at Bronx Collegiate Academy. ESL tutoring, ESL summer school/programs and CASA are the supplemental services available for students. We encourage them to learn and socialize fully with General Education students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
15. As in all classes at Bronx Collegiate Academy, ELL's are supported through the use of Smartboards, ELMO overhead projectors, class laptop carts as well as fieldwork and experts. ELL's are provided with additional supports, including Reading Plus and I pads.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. Most ELL students at Bronx Collegiate Academy receive native language support, either through Spanish language classes or tutoring in French with a native French speaker. There are a few students who do not receive native language support because their native language is not typically spoken here. All students have bilingual dictionaries (English/French), (Spanish/English) available in classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. All students are grouped by grade and proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
18. When available, ENL summer school programs are offered to incoming ELLs as well as Summer Bridge. Students have an opportunity to begin or review their language skills, meet ESL faculty and form social and academic relationships with their peers. Students who enroll throughout the school year are paired with an ESL buddy to help them get acclimated with the new school and new systems.
19. What language electives are offered to ELLs?
19. Currently, Spanish is the only native/foreign language offered at Bronx Collegiate Academy.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. ELL personnel at Bronx Collegiate Academy is encouraged to attend at least four Professional Development sessions from the NYCDOE Office of English Language Learners. Teachers attend different sessions and then turn key the information to the rest of the department or our entire staff if appropriate. Also, twice a month (every other Wednesday of every month) BCA holds whole school professional development for all teachers. At least 4 times a year these sessions have a focus on ELLs which will meet the 15% of total hours ELL specific PD for all teachers. In addition ESL Pedagogues will attend these sessions plus the QTEL training which is ELL focused. Administrators, guidance, secretaries and all school staff participate in various PD about ENL assessments, language acquisition and needs of ENL families.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 2. At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. All ESL teachers work and co plan with content area teachers in order to create a scaffolded curriculum based on the Common Core training provided by NYCDOE to better serve our ENL population. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ENLs and guidance is also provided by our ENL Support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. At BCA we meet in Grade Level Teams with at least one ESL teacher in each grade to better assist teachers in understanding the needs of the ELLs. Teachers have also been assigned a group of ELLs to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs. In the 9th grade especially teachers are guided on how to ensure ELL students stay organized and on top of their work. Also, teachers encourage ELLs to stay for tutoring when needed and are given materials to ensure ELL students have all they need to be successful in high school. All BCA has adopted the BCA binder for students in order to continue assisting students with developing their organizational skills and college readiness. At this point in the year it seems to be working effectively.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. BCA will continue its plan to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Staff training will be conducted throughout the year as needed to meet the 15% of total hours of ELL training. ELL personnel at Bronx Collegiate Academy attend at least four Professional Development sessions from the NYCDOE Office of English Language Learners. Teachers attend different sessions and then turn key the information to the rest of the department or our entire staff if appropriate. Also, twice a month (every other Wednesday of every month) BCA holds whole school professional development for all teachers. At least 4 times a year these sessions have a focus on ELLs which will meet the 15% of total hours ELL specific PD for all teachers. In addition ESL Pedagogues will attend these sessions plus the QTEL training which is ELL focused. All ENL teachers will also be required to attend 50% of their PD on ESL strategies.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

1. Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs' Parent Night which specifically focuses on ELL students and their specific needs and supports. Second, we are seeking more parent involvement in SEAS. Our after school program for ELL students and their parents. For parents we offer ESL classes as well as culturally enhancing field trips. SEAS and the ELT also provides a social outlet for ELL parents. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs, to BCA and invites their parents to a concluding day of presentations.

BCA conducts an Annual Meeting with Parents Schools or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. During this meeting school staff sufficiently informs the parents or guardians about the child's language development in all content areas in English. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Our ESL Coordinator will record attendance using existing procedures.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. BCA is continuing its partnership with Counseling In Schools services with the aim of increasing overall attendance and encouraging parental involvement. Counseling In Schools consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year and throughout the year. Parents will also be invited to the ELL Parent Conference night where teachers will speak them individually about their child's academic, linguistic, social and emotional development. If parents are unable to attend the ESL Department along with Counseling In Schools will make parent phone calls and appointments to ensure parents are informed about their child's needs. Translations services are available in French, Bengali, Spanish and English at our school. If needed over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

3. Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Counseling in Schools and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs'. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions. All translation services needed are either provided in house or by Translation and Interpretation Unit at the DOE.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
BCA partners with Counseling In Schools who assists us in providing ENL parents workshops covering topics from academic and social services (financial literacy, internships, immigration) and various needs. All information will be stored on our schools google docs and copies will be included in the ENL files. . A minimum of fifteen percent (15%) of professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners will be provided for our staff. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development

hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

5. How do you evaluate the needs of the parents?

At BCA we are constantly reviewing survey data and asking all pedagogues to keep us informed about parent concerns. The parent surveys are reviewed and we adopt some recommendations to better communicate with parents. Our parent coordinator also assists in conducting meetings, assisting with the survey and maintain communication with parents.

6. How do your parental involvement activities address the needs of the parents?

At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs' Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. Through the SEAS program many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student's performance in school as well as listen to the parent's concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the Counseling in Schools, the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents. :

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>Bronx Collegiate Academy</u>		School DBN: <u>09X227</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl White	Principal		10/29/15
Nichole Lieberman	Assistant Principal		10/29/15
Stephanie Caceres	Parent Coordinator		10/29/15
Maria Rivas	ENL/Bilingual Teacher		10/29/15
	Parent		10/29/15
Gicel Adon	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		10/29/15
Astrid Jacobo	Coach		10/29/15
Melissa Ramos	Coach		10/29/15
Yomayra Guzman	School Counselor		10/29/15
Carron Staple	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **Bronx Collegiate Academy**
Superintendent: **Carron Staple**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

* Bronx Collegiate Academy looks at the home language surveys, the Learning Environment Surveys, ATS reports (RSSS & RHLA) and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. When we call a parent at home we work with the student to ensure that we have a staff member who speaks the appropriate language and can translate as necessary. Data is also gathered from Part III of the Home Language Identification Survey, Student Emergency Contact cards, SKEDULA and is maintained on a google excell document. The document is has the following information parents' language, students' name, class and grade.

* The Parent Coordinator interacts with parents and keeps forms informational guides, and the translation number for parent teacher conferences and Special Education (IEP) conferences to meet the language needs of parents/guardians.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

* The predominant group needing translation services are Spanish speaking families. We have concluded that there are a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. The staff members translate documents into Spanish a well recognized need in the school and one that the school works to meet by having staff

regularly translate documents into Spanish. Parents who speak another language besides Spanish such as French, or Twi request that all information be sent in English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents require translation our monthly newsletter, handbooks, after-school program information, exam notifications, letters of students progress at the end of the marking period. All announcements and emails are also translated. Parent-teacher conference announcements and phone call reminders are also translated.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face to face meetings include but are not limited to: Welcome Orientation for all parents held in September, parent-teacher conferences, meet and greet teacher evenings every marking period. Also, weekly parent phone class during our 7th period and Fridays. Guidance counselors along with CIS also assist in visiting homes and calls to parents weekly.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All documents that are sent home to parents are translated into Spanish by in-house school staff. These materials are sent out at the same time as the original documents in English. We will meet our identified translation needs by planning ahead and submitting request so to the Translation and Interpretation Unit or have our in house staff translate the documents. Many of the documents which already translated by the T&I unit will be utilized

accordingly.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school will provide oral interpretation by in-house staff as needed. Several staff members regularly serve as translators for phone conversations and in person meetings. If need be interpretation services will requested via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers will provided with PD with information about the translations and interpretation services available along with language ID guide, language "I speak..." card during our regularly scheduled meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school works hard to meet the translation requirements described in the Chancellor's Regulations. In all communications with parents we ask them if they need translation and provide it at their request.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will conduct a parent survey in order to gather feedback from parents to improve and monitor our language and interpretation services.