

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X228**

School Name: **JONAS BRONCK ACADEMY**

Principal: **BRENDA GONZALEZ**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jonas Bronck Academy School Number (DBN): 10X228
Grades Served: 06, 07, 08, SE
School Address: 400 East Fordham Road Bronx, NY 10458
Phone Number: (718) 365-2502 Fax: (718) 365-3892
School Contact Person: Brenda Gonzalez Email Address: bgonzalez@schools.nyc.gov
Principal: Brenda Gonzalez
UFT Chapter Leader: Daisy Santiago
Parents' Association President: Adriana Trujillo/ Jeanette Beteta
SLT Chairperson: Samone Grixti
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Francisca Amigon
Student Representative(s):

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718) 741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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 CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brenda Gonzalez	*Principal or Designee	
Daisy Santiago	*UFT Chapter Leader or Designee	
Adriana Trujillo	*PA/PTA President or Designated Co-President	
Leticia Mendoza	DC 37 Representative (staff), if applicable	
Francisca Amigon	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Giordanis Guerrero	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cheavanesse Diedrick	CBO Representative, if applicable	
Jeanette Beteta	Member/ Co-President/Parent	
Gianine LoPriore	Member/ Teacher	
Jonathan Rudd	Member/ Teacher	
Florita Reyes	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies 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 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 two (2) to five (5) goals and action plans that align with the first five 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or 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've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Jonas Bronck Academy was created in 1997 as a response to the rapid influx of students to Community School District 10. Concerned parents of The Bronx New School (P.S. 51) worked with Manhattan College faculty, the Department of Education, and local community officials to create a middle school on the campus of Manhattan College. In 2009 a new chapter began when the school relocated to the fourth and fifth floors of a state of the art two story school.

Jonas Bronck is a college preparatory school of choice . The mission of Jonas Bronck Academy is to shape an intimate, supportive, engaging school community-where parents are partners; where teachers inspire learning with passion and commitment; and where the staff models – and all the scholars develop and live – our core values of respect, integrity and dignity.

Jonas Bronck Academy will provide the academic and character-building skills our scholars need to graduate from leading colleges, to succeed in a competitive world, and to serve as the next generation of leaders of their communities. Our school vision is to “create an environment where scholars challenge, question, and learn to find answers”. In this environment, students feel safe, supported, and understand the importance of community. An example of this is how we revamped our Scholar Council election so that both candidates and voters can experience the campaign process in an authentic way. Scholar candidates wrote an interest essay and submitted documentation to prove their commitment to being a representative of the school. Once candidates were determined they had to participate in an extensive campaign which included: mingling with parents and staff to gain support during Coffee and Conversation, preparing to present over a three week period to the different grades their responses to their debate question, and creating materials to display and use during their campaign. The school population then partook in electing their representatives which included displaying their school ids to enter the election booths and voting on school propositions that could affect their uniform for the next year. At Jonas Bronck Academy we strive to provide scholars with real world practices in order to clearly promote respect, integrity and dignity as a way of reinforcing positive citizenship outside of the school environment.

Jonas Bronck Academy enjoys partnerships with a multitude of respected organizations within the community

- Renaissance Inc . provides instruction in the Arts with their music and chorus programs.
- Dancing Classroom provides Jonas Bronck scholars with social awareness, confidence, and self-esteem through the art of dance.
- Opus provides Jonas Bronck scholars with the opportunity to enter and share the world of dance through Tap and Jazz.
- Computers For Youth provides all sixth grade scholars with a desktop computer to increase student engagement and achievement in school by improving the educational resources available in their homes.
- Learning Through an Expanded Arts Program (LeAp) is the community based organization we have partnered with to provide our scholars extra curricular activities during after school hours. Activities offered consist of, but are not limited, to cooking, graphic design, theater, dance and mask making. We also have partnered up with them to provide in-class extension in literacy and science for the 6th grade.

- Urban Advantage provides our science teachers with professional development that supports their ability to increase inquiry in the sciences. As well as resources and access to the cities museums, aquarium, botanical gardens and zoos.
- Fordham University partnership provides Social Work Interns to grow in their craft by working with our scholars so that more scholars get the personalized attention as they transition through the different phases of adolescent development.
- Fordham Liberty Partnership provides our scholars with academic support such as tutoring.
- Bronx Lebanon Hospital holds an after school program called "Picture the Possibilities" which provides scholars with strategies to improve interaction with peers, decision making skills, problem solving skills, communication and socialization skills.
- Insurgo is a non-profit organization working to educate our scholars on nutrition and provides our students with a farm to table experience. Their focus is to secure food access for high-need communities and goal is to merge local farms, local restaurants, and local Chefs with local residents to sponsor environmental sustainability and economic growth.

The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The elements of the Framework for Great Schools that we made the most progress over this past year were in building Strong Family-Community Ties, Trust, Supportive Environment and Collaborative Teachers. We have made significant gains in each of these elements over the last year and the last few years in my Principalship. This year particularly, we have really honed in on establishing strong ties with our families and our community. We have also proactively worked creating a supportive and collaborative environment here at Jonas Bronck Academy. I believe that Jonas Bronck Academy has achieved a level of mutual trust amongst each other and with our families.

We would like to continue working on developing strong and rigorous instruction that is inclusive and engaging to all of our scholars. We want to make sure that everyone can access the curriculum and feels supported throughout the year.

10X228 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	261	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	82.6%	% Attendance Rate		97.6%
% Free Lunch	82.6%	% Reduced Lunch		6.2%
% Limited English Proficient	4.7%	% Students with Disabilities		21.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.6%	% Black or African American		18.2%
% Hispanic or Latino	69.4%	% Asian or Native Hawaiian/Pacific Islander		7.0%
% White	3.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		3.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.7%	Mathematics Performance at levels 3 & 4		25.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		79.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		64.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	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			
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	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 Graduation Rate (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			

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

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

Data Sources

- Quality Review
- PPR
- Teacher feedback
- Classroom Observation
- Student Input

Upon reviewing the data sources, we found that an area of growth for our curriculum and teacher practice would be around questioning and discussion, which correlated with student data of our top third. Our priority is finding ways where teachers can generate discussions in all classrooms that truly engage our scholars and elicits their critical thinking.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school year, 70% of our teachers will complete an Inquiry cycle around questioning and discussions as evidenced by lesson plans, inquiry cycle document, classroom visits and team meeting discussions and minutes.

Part 3 – 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?</p>
<p>Grade teams will analyze their current essential questions by content within the allotted professional development time.</p>	<p>School Wide</p>	<p>On-going per unit</p>	<p>Team Leaders</p>
<p>Teachers will begin inquiry cycles on their lessons to find which are the most beneficial and effective in the classroom.</p>	<p>School Wide</p>	<p>Throughout the year</p>	<p>Team leaders</p>
<p>Teachers will monitor inquiry cycles focused and make modifications to their curriculum plans/essential questions based on their inquiry cycles</p>	<p>School Wide</p>	<p>Throughout the year</p>	<p>Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>1. Funding for substitutes to allow teachers to be available to meet with teams for an extended period of time to allow for them to receive professional development on inquiry cycles.</p> <p>2. Funding for per session for teachers to allow them additional time for them to reflect on their work from the inquiry cycles.</p> <p>2. Funding to purchase Mastery Connect to create assessments and collect data.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p>Title I TA</p>	<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>			
	<p>C4E</p>		<p>21st Century Grant</p>	<p>SIG/SIF</p>	<p>PTA Funded</p>	<p>In Kind</p>	<p>Other</p>			

Part 5 – Progress Monitoring

<p>Part 5a. 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>
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- Teachers will begin their inquiry cycles in October 2015 and will continue during the year.
- Team Leaders will facilitate meetings around inquiry cycles as they relate to questioning and discussion techniques.
- Teachers whom were rated a 3 or above on their final MOTP under Danielson’s Framework 3b: Using Questioning and Discussion techniques will be asked to present models of their lessons, questions and strategies.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

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

Data Sources

- Quality Review
- PPR
- Teacher feedback
- Classroom Observation
- Student Input

As a school, we continuously strive to provide a safe, supported yet academically challenging environment for our scholars. We want our scholars to feel supported at all levels of their middle school career and to know when to ask for help. We also want them to receive stellar support from all of our staff members. Our goal is to make sure that every one of our scholars has at least one staff member they trust. We want to expand our advisory program during the 2015-2016 school year to allow for scholars to learn through a Growth Mindset model to ensure that scholars are working towards improving their own personal growth. This model will allow both an academic and a social/emotional approach to their goals and needs.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school year, 85% of our scholars will successfully track 2 goals and show progress as evidenced by either grades, behavior or student perception.

Part 3 – Action Plan

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: <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 Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Scholars will take a self-perception survey in July/September 2015 to help create advisory groups. 	All scholars	At the beginning of the year	Teachers/Scholars
Advisors will track goals and use Parent/Teacher conferences to track progress	Everyone	Two times a year	Everyone:Advisors and scholars
Scholars will take a final exit perception survey to track progress	All Scholars	At the end of the year	Teachers/Scholars

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1) Funding will be required to allow teachers additional time to plan for advisory lessons that allow scholars to track their goals and progress toward said goals.											
2) Funding for laptop(s) and up keep to allow scholars to track and monitor their goals online.											
Part 4b. 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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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 the end of November 2015, advisories will check in with scholars to note progress of goals created by students.
By the end of March 2016, advisors will check with scholars on progress of their goals and make plans to reach those goals for the end of the school year.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

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

Data Sources

- Quality Review
- PPR
- Teacher feedback

Teachers at Jonas Bronck Academy have spent the last few years helping establish a culture where teachers have virtual inter-visitations with one another via videos. We found that the feedback and collaboration would be stronger if we added several components, one of them being their ability to reflect on their lesson plan both before and after the video. We want to help establish a system where teachers can reflect on their lessons before there are recorded and then once again after they are recorded and “inter-visited”. This will allow teachers to receive feedback from their colleagues on ways that they can improve in the future.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school years, 90% of teachers will have completed an entire cycle of a lesson plan study/inter-visitation/reflection as evidenced by team discussions and notes.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will set a schedule of when their cycle will begin and end	All teachers	On going	Team leaders
Teachers will monitor their cycles to ensure that everyone completes at least one cycle during the year.	All Teachers	On going	Team leaders
Team leaders will set aside at least two meetings a month to allow for this cycle to take place.	All teachers	On Going	Team leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1) Funding provided for substitutes to allow teachers additional time to meet with teams, outside of their regular daily meetings. 2) Budget to compensate teacher team leaders as per posting.											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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 the middle of January 2016, 40% of teachers will have completed a lesson study/inter-visitation/reflection cycle as evidenced by their team meetings, notes and lesson plans.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

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

Data Sources

- Quality Review
- PPR
- Teacher feedback

At one on one conferences with teachers post observations, IPC and End of Year meeting, teachers have expressed how valuable they have found professional development that has been lead by their colleagues. Additionally, teachers have expressed interested in leading professional development for their colleagues in areas they feel they are experts or close to experts in. We believe this is a great way to encourage teacher leadership and personal growth.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school year, 6 teachers will have to lead professional development for their colleagues and will have received feedback on their professional development.

Part 3 – 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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Take all information/feedback given about professional development from teachers at the end of the 2014-2015 school year.</p>	<p>All teachers</p>	<p>June 2015</p>	<p>Administrators</p>
<p>Check in with teachers throughout the summer (2015) and beginning of the 2015-2016 school year regarding PD they have expressed interest in running.</p>	<p>All teachers</p>	<p>September 2015</p>	<p>Administrators</p>
<p>Provide the time and schedule specific professional development by teachers</p>	<p>All teachers, self selected teachers</p>	<p>On going</p>	<p>Administrators/Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1) Provide funding for resources to help teacher in producing and managing targeted professional development.</p>											
<p>2) Funding will be utilized for coverage to free up teachers to develop professional development.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. 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 the beginning of February 2016, at least 3 teachers will have provided professional development for their colleagues as evidenced by meeting notes and reflections.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, 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.

Part 1 – Needs Assessment

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

Data Sources

- Quality Review
- PPR
- Teacher feedback
- Parent/Scholar families Feedback

During the SQR for the 2014-2015 school year, feedback indicated that our area of growth was 3.4-Establish a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve those expectations. We found that it was not only important to have parents as part of our school community, but it was equally important, if not more important, to give families a voice in our decision making.

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016, Principal and/or Assistant Principals will meet with the parent executive board at least 5 times throughout the year to help collaborate on decisions that will impact the school as evidenced by meeting notes.

Part 3 – 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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Plan out time to meet with the PA executive board at a time that works for the parents.</p>	<p>PA executive board</p>	<p>On going</p>	<p>PA Executive Board/Administration</p>
<p>PA meetings generate important topics/issues to be addressed and discussed with school administration</p>	<p>Parents</p>	<p>On going</p>	<p>PA executive board</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1) Funding will be provided for food, refreshments and other resources to incorporate parents into the school community, allowing for at least 5 meetings lasting at least an hour each.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. 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, the PA executive board and the administration should have met at least 3 times and should have the rest of the meetings scheduled for the year.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	A minimum of a 2 on the NYS exam	Reading tiered intervention program	Small group	At the end of the day for an extra hour
Mathematics	A minimum of a 2 on the NYS exam	Tiered math intervention program	Small group	At the end of the day
Science	Grades based from the previous year of at least a 70	Pull out AIS	Small group	During the day
Social Studies	Grades based from the previous year of at least a 70	Pull out AIS	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: 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.
We make sure to hire teachers who would be considered HQT and provide them with assignments that are within their license area.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our teacher leaders are able to provide high quality professional development to teachers that directly impact both their planning and teaching.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We provide teachers with professional development and one on one meetings to assist in their selections of MOSLs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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 Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	216,498.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,798,013.00	X	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Jonas Bronck 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. Jonas Bronck 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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 10	Borough Bronx	School Number 228
School Name Jonas Bronck 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 Brenda Gonzalez	Assistant Principal Maria Morales
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Maribel Pena
Teacher/Subject Area Kristin Napolitano	Parent Daisy Santiago
Teacher/Subject Area Jonathan Rudd	Parent Coordinator Marcela Torres
Related-Service Provider Mark Anderson	Borough Field Support Center Staff Member
Superintendent Melodie Mashel	Other (Name and Title)

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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 not currently teaching in the ENL program	1	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)	269	Total number of ELLs	11	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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	0	0					0
Dual Language							0	0	0					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	11	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	7
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	2

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

	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	4	1	2	5	0	3	2	0	2	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): _____	Number of students who speak three or more languages: _____
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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							4	5	2					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)							1							0
Expanding (Advanced)							3	5	2					0
Commanding (Proficient)							1	6	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							0	0	0					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	13	3					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			3		5		2		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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
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)								
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.
In addition to the NYSITELL and the NYSESLAT, students are administered the Degrees of Reading Power (DRP) assessment to determine their literacy skills. This assessment provides a holistic measure of how well students are able to process information and how well they are able to understand complex text. We also administer a baseline exam to all students to assess their skills in the four modalities. As a measure of tracking reading levels we also incorporate Performance Series to support in identifying areas of need, as the system is designed to fit to student individual reading level. We use the data gathered to create an instructional plan for each student and set individualized goals for them according to their level. This data is extremely useful when teachers plan because this information can assist them in their choice of text, how they will group students and the types of scaffolding that will be needed to grant the students access to their grade level material.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The majority of our students tested expanding on the NYSESLAT exam. This shows that they are advanced in their language skills but are struggling to make it to the commanding (proficient) stage of their language acquisition stage. The majority of the students also scored a 1 or a 2 on both the NYS ELA and math exams. Based on this information, the students need scaffolding and instruction that will help them advance to the commanding stage of language acquisition.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Over the past few years our students have shown significant growth based on the AMAO 1 & 2 reports. They have advanced not only by becoming proficient, but also by making the gains necessary to advance them to the next level of proficiency. We use the information to help us best identify the needs of our ELL population and we use this information throughout the year to help close any proficiency gaps for each individual student.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across proficiencies and grades for both the NYSESLAT and the ELL Periodic Assessment are that the ELLs are struggling with the reading and writing modalities. This is apparent after looking at the data from both the ESL assessments and their other test scores such as the state ELA exam. Being that there is a strong focus placed on informational text with the implementation of the Common Core Standards, the students are having even more difficulties than before in interpreting the text and responding to it. The ELA NYS exam data correlates with the NYSESLAT data. The majority of ELLs scored a 1 or 2 on the NYS ELA exam and on the NYS math exam. Based on numerous assessments including the AMAO tool data, the ELLs have been consistently showing improvement. We did not have any students take exams in their native language last year so we cannot compare the data of the native language assessment versus the English assessment. The students' home languages are used in the classroom by providing bilingual glossaries and vocabulary words in both English and their home language. We also have texts that are culturally relevant or in the home language of the scholars for their reference.

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](#).]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
At Jonas Bronck Academy, we consider the child's second language development in a variety of ways. All teachers have been trained in the SIOP model and each and every teacher implements some type of English language skills teaching in their classroom. All content area teachers are encouraged to implement a language objective into their lesson plans. In this way we are all focusing on the development of the child's second language in each classroom. There is also a strong emphasis placed on vocabulary. Content areas focus on not only the tier III words or the content area words specific to their course, but also other academic language that can be used in all academic content. The ENL instructor focuses in on vocabulary development, focusing on cognates in the child's home language and using other strategies that develop the student's second language. Students are also given glossaries, bilingual picture dictionaries, and other scaffolding tools to help them bridge their knowledge from their home language to their new language. All teachers are also given professional development on strategies for teaching ELLs and how to best support them in the classroom.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Through extensive data analysis of baseline exams, benchmark exams, NYSESLAT data, formative and summative assessments, we are able to pinpoint specific areas of student need. These assessments give us specific areas of learning that the students struggle with and help us to target our interventions on those topics. There is always room for making changes and improving our programs to ensure the most effective learning experience for our students. Improving overall performance, particularly in literacy, is one of our main focuses this year for our ELL population. There have been many changes to our program and the way we are targeting intervention in our school, specifically our RTI plan and extended day as per PROSE application. As we continue to analyze the data, we will constantly change our focus to ensure the most beneficial learning experience for not only our ELLs and former ELLs but for all of our students. We are working collaboratively as a staff to have each child reach their maximum potential.

Part IV: ELL Identification Process

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.

The Language Proficiency Team works throughout the year to identify students who may possibly be ELLs. The ENL teacher uses the appropriate ATS reports in September to identify scholars who are LEP and LEP eligible. The Parent Coordinator and ENL teacher review student records to ensure that the HLIS is available and consistent with ATS data. In the event that a new student enrolls in the school, the ENL teacher administers the HLIS and informal oral interview with the student and their parent/guardian. If further assistance is needed during the interview, the parent coordinator or any available bilingual teacher assists with translation. The parent/guardian has a full understanding of all three program choices by coming into the school and watching the video in their native language that describes all options. We currently do not have a bilingual program at Jonas Bronck Academy but if a bilingual

or any other program option is requested by the parent, we inform parents of other schools that have these program options. Based on the results, the ENL teacher administers the NYSITELL, if necessary, within 5 days of the student's arrival. If the student speaks Spanish, they are administered the Spanish Lab as well. In the spring, the Language Proficiency Team develops a NYSESLAT schedule and administration plan. Eligibility is determined by reviewing ATS. Both students and parents are made aware of the testing schedule in advance and the scheduling for ELLs is modified, being that the exam is untimed. The speaking portion is given before the other three modalities. All testing modifications are given to students including students with IEP accommodations. All students will continue to receive ELL services according to the CR-Part 154:2. The testing coordinator has a system in place to ensure that all students receive all parts of the exam. If a student is absent during one portion of the exam, there is a structure in place to ensure that each student has taken each part. ELLs receive the appropriate accommodations on all state tests and classroom assessments. The ENL teacher analyzes NYSESLAT data in the Fall to determine placement and programming, and communicates LEP status to students and their families.

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).

First of all, the NYSESLAT Combined Modality Report (RNMR) is viewed on ATS to identify any SIFE students in the school building. To ensure that there aren't any other SIFE students in the school who are not appropriately identified, the Language Proficiency Team will review all appropriate documentation in the student's cumulative record to ensure something was not overlooked. If we believe that a student may be SIFE, we will review their student work and then administer the SIFE questionnaire.

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 members consist of the principal, assistant principal, ENL teacher, social worker, special education teacher and a parent. When newly enrolled students with IEPs are identified, the Language Proficiency Team meets and reviews the IEP as a team. Then any additional meetings are set with the child and their parents/guardians to make sure that everyone is on the same page. Then the student will take the NYSITELL if it is decided that the child might possibly be an ELL. This will determine the child's ELL status. Interpretation is provided for all parents in their home language. The parents have 20 days to accept or reject the Language Proficiency Team's recommendation. The ELLs will be placed in the appropriate setting within the first week of their enrollment.

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.

As soon as the student's score is determined, a phone call is made home to the parent/guardian and a letter is sent home informing the parent/guardian of the student's score on that same day in the child's home language. Two copies of the letter are sent home and one is to be returned back to the school. The returned copy should be signed by the parent/guardian indicating that they have been informed of the student's ELL status and score. This is completed by the ENL teacher.

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).

A student who has undergone the ELL identification process may be re-identified within 45 days of enrollment. If a parent believes that their child has been mis-identified can be evaluated a second time. If the parents decide to re-evaluate the child, this request must be granted. We send a letter home with the child as soon as we receive the results of the NYSITELL. We let the parents know that they have the right to appeal the decision within 45 days of enrollment. This letter is sent home in both English and the child's home language. The parent must send the letter back signed acknowledging that they are aware of the appeal process. If the letter is not returned within one week, phone calls will be made to the home. If necessary, all translations will be made in the child's home language to ensure their knowledge of the process.

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.

It is extremely important to ensure that all parents are made aware of the ELL program options. In the beginning of the year, there is a parent orientation given for parents of newly enrolled students so that they are aware of the different programs. During this orientation, parents watch the video which explains all of the program options in their native language. The school communicates all information about the orientation to parents in both English and their native language. This orientation is given to parents within 5 days of their child's enrollment. If a parent cannot make the orientation time, a private meeting is scheduled to ensure they are given their option. If a parent does not return the parent survey, their child will be placed into the Transitional Bilingual program as the default placement. During these sessions, the ENL teacher, bilingual guidance counselor, and parent coordinator are present to answer any questions that the parents might have. We do all that we can to ensure that the parents and students feel comfortable in our school environment. If parents who have previously chosen the Transitional Bilingual education or dual language program, we tell them of the options that we have available at JBA. We also provide them of a list of schools that have those options available if they are interested in placing their child in a school with those options. We also will open a Transitional Bilingual program if we have the amount of students in the appropriate grades.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Whenever a new student enters the school, their parents are given the Parent Survey and Program Selection form. These forms are kept in the ENL Records Binder and also in the student's cumulative record in the main office. An entitlement or continued entitlement letter is sent home during the first five days of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ENL). This letter is distributed to each parent/guardian in both English and their home language. An initialed record of receipt is filled out and this along with the letters is kept on file with the ESL teacher. A copy is also placed in the students' files. If parents who have previously chosen the Transitional Bilingual education or dual language program, we tell them of the options that we have available at JBA. We also provide them of a list of schools that have those options available if they are interested in placing their child in a school with those options. We also will open a Transitional Bilingual program if we have the amount of students in the appropriate grades.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- At Jonas Bronck Academy, the Language Proficiency Team closely monitors all forms including the Parent Survey and Program Selection forms. We are in constant communication with parents to ensure that all forms are completed and returned in a timely manner. The forms are provided in both English and the parents' home language. If the forms are not returned, there will be a phone call made to the parents and a letter sent home. If the form is still not returned we will follow up with a phone call to the parents by the school social worker. We will also request that the parents come in to the school incase they are not comfortable signing the form or need further explanation.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement parent notification letters are distributed in both English and the parents' home language as soon as the child is placed into an ENL program. These letters are distributed in both English and the child's home language. An additional copy of the letter must be returned and signed by the parent to confirm receipt. The ENL teacher is responsible for distributing and collecting these letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The ELL documentation for each child is kept in the main office in their individualized cumulative records. There are also copies of the child documentation kept in the ENL Records Binder that was created by the Language Proficiency Team. Each child has their own section that includes their specific documentation in relation to their ELL status.
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.
- First, we make sure to run all reports on ATS before administering the exam to make sure that all students required to take the test are given it. Once we have our final student list, we send a letter home to the parents informing them that their child will be tested using the NYSESLAT. We provide parents with the speaking modality testing window and also provide the dates that the listening, reading and writing sections of the exam will be administered. Once the schedule is set up, the ENL teacher implements the speaking exam individually with each student while a content area teacher grades the student at the same time. The teacher who is assessing the student is not the ELA or ENL teacher of that particular student. The listening, reading and writing exams are given based on the testing schedule that is set up with both the administration and the Language Proficiency Team. There are also make up days included in the schedule for those students who are absent on testing days. English language learners with disabilities are given the appropriate modifications as per their IEP and the testing manual.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Within the first five days of school, a continued entitlement and transitional support parent notification letter is sent home to the parent/guardian in both English and the student's home language. There are two copies sent home and the second copy is to be signed and returned to be place in the student's cumulative record and also their section of the ELL record binder created by the Language Proficiency Team.
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).
- Over the past few years, all parents have selected Freestanding ENL, which is currently the only program model offered at our school. We will continue to review our Parent Survey forms over the next few years to ensure that the programs we offer align with the requests of parents. Currently at Jonas Bronck Academy, we are offering parents their preferred choice of a Freestanding ENL program. As we monitor the growth of our ELL population over the next few years, we will consider offering a Transitional Bilingual program and investigate the steps our staff will need to take in order to offer a strong and rigorous bilingual model.

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.

As per the CR Part 154.2, our ELL population is served by using the integrated ENL teaching model. We have one student who tested as transitioning in the 6th grade and so he is serviced in his ELA class. The majority of our ELL population tested expanding and so they are being serviced in their content area classes. These students are placed heterogeneously in their classes but they are serviced by an ENL teacher in the appropriate setting for their mandated number of minutes. All students are placed in their classes based on their grade level and not their proficiency level.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

Based on charts 5.1 and 5.2, our students who tested as transitioning are receiving all of their mandated minutes in an integrated ENL model. They are being serviced in their ELA class from one unit of study (180 minutes) per week. Our ELL population who tested as expanding are receiving their integrated ENL services of one unit of study (180 minutes) per week during their social studies class. Our former ELL population of students who tested as commanding (within the past two years) are serviced for their mandated time of half a unit of study per week (90 minutes) during their content area classes. These instructional minutes are delivered in the integrated ENL model during either their ELA or social studies 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.

Content is delivered in the freestanding ENL program by incorporating ENL strategies into the lessons based on the Common Core Standards. ELLs and former ELLs reach proficiency by being provided with a language objective, based on the Common Core Learning Standards, that they are expected to meet by the end of each class. Content area teachers, with the help of ENL teachers, modify the material so it is comprehensible for the ELLs. Teachers introduce new vocabulary prior to the lesson so the students are familiar with the new words, model activities, use visuals, graphic organizers and realia; relate instruction to students prior knowledge, and offer home language support through their classroom libraries with bilingual texts. Each student's home language will be represented in the classroom library.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

After enrolled, all Spanish speaking students will be given the Spanish LAB to help support us in instructional planning. Students will continue to receive assessments in their home language whenever possible to help keep a strong foundation in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Based on the scores of the NYSESLAT from the previous year, the students conference with the ENL teacher about their scores in each modality and which areas they need to focus on. The ENL teacher will follow up with the student periodically throughout the year and discuss the students' progress in the specific modalities they are focusing on. All content area teachers will be given the NYSESLAT scores so they know how to focus their language objectives in the classroom. They will focus on the specific areas of need based on the ELL population in their classrooms.
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

Instruction is differentiated for ELL subgroups in a variety of ways. We currently have one SIFE student at Jonas Bronck Academy. In order to best work with our Student with Interrupted Formal Education, we have created individualized materials personalized to fit this student's learning needs. The ENL teacher works closely with this student to ensure that he is not falling behind in the

curriculum. This student's needs are addressed individually and in small group to bridge any gaps in his skill base. He is also scheduled to meet with the school social worker on a regular basis to further discuss and issues or concerns he is experiencing. It is extremely important to ensure that this student is adjusting to the school setting and is comfortable in his learning environment to maximize his potential for learning. At Jonas Bronck Academy, the primary goal is to promote the rapid acquisition in English and student learning by providing immediate access to essential content instruction. At Jonas Bronck Academy we have structures in place to provide successful cultural adjustment to ensure the acclimation of newcomers into their new learning environment. For newcomers, instruction is implemented through total physical response and with a strong use of visuals and realia. These methods of instruction enable the newcomer to participate and engage the student in the lesson. The content area material is made comprehensible through the collaboration of the content area and ENL teachers to ensure learning is taking place in all areas. These methods are also implemented with the ELL students who have been receiving instruction for 4 to 6 years. These ELL students will receive their mandated ENL minutes through the co-teaching model and also small group sessions when necessary. The ENL teacher will collaborate with content area teachers to help them create language objectives for each lesson. Vocabulary will be pre-taught and studied before it is presented in class. These students will also receive adapted materials in the classroom to ensure comprehension of material. By explicitly monitoring this group of ELLs with daily tracking of their progress based on the Common Core Learning Standards, their areas of deficiency will be noticed. By targeting the areas of struggle, the students will be able to master these areas effectively. These areas of deficiency will also be targeted during academic intervention provided by the ENL teacher. To address the needs of our long term ELLs, we are implementing one on one tutorial sessions with the ENL teacher and counseling from our guidance staff. There is also a tutoring system in place before and after school specifically for the long-term ELLs and former ELLs. During that time, the ENL teacher works with the students on acquiring academic vocabulary and scaffolding any content area material that they are struggling with. Former ELLs will be serviced during the day either in a small group setting or in their ELA Class by a certified ENL teacher. They will continue to receive scaffolds and testing modifications to ensure that their transition from ELL status to mainstream is a smooth one. Data analysis is done for all subgroups to see where they are having difficulty. These areas are then focused on during targeted intervention in both the classroom and during small group instruction. Each area will be focused on over the course of the year by the school Language Proficiency Team to ensure they are receiving all of the support that they need.

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.

The Language Allocation Team takes the re-identification process extremely seriously. If the student is re-identified as ELL or non ELL based on an appeal, the Language Allocation Team will closely monitor the progress of the student. There will be weekly check-ins with the student in regards to his academic progress and an implementation plan will be created if necessary to put in place any interventions needed on a case-by-base basis.

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?

Teachers of ELL students with disabilities provide a number of strategies that help these students develop their language skills while also helping them access the academic content. There is an integration of content area and ENL instruction, specifically vocabulary instruction, extended response, and predictable classroom routines and activities. The ENL teacher scaffolds materials daily for these students to help make their learning and language target attainable and to assist them to focus on the specific task they are learning. We try to incorporate students with disabilities in the least restrictive environment by looking at what services the student needs depending on their disability and to support their progress in the curriculum. The ENL teacher, content area teachers and Special Education teachers collaborate frequently to ensure that these students' needs are being met. We also ensure that all ELL-SWD are provided with their mandated testing accommodations.

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?

Due to the fact that we have a rather small ELL population in our school, the ENL teacher is able to closely monitor the ELL-SWDs to help them achieve their IEP goals. The ENL teacher is a part of the School Implementation Team which meets regularly to discuss the ELL-SWDs IEP goals and creates and action plan for them for the school year. The team reviews each individual students' IEP in the beginning of the year and after any IEP meetings or changes to their IEP have been made. The students strengths, weaknesses and specific IEP goals are monitored closely by the Language Proficiency Team. These students are given the opportunity to work specifically on their individual goals both in small group and with one on one teacher conferencing with the ENL teacher. There are also extra help sessions set up before and after school for these students to meet with the ENL teacher to work on their specific areas of need.

Chart

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 <i>per week</i> (360 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/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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

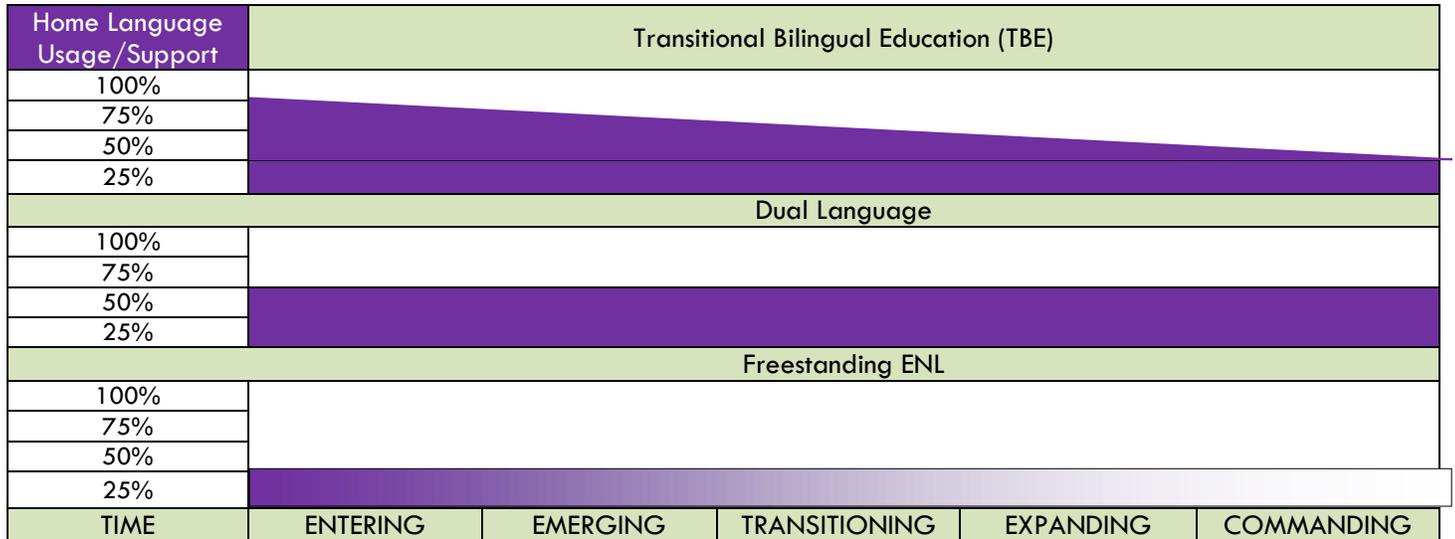


*Note “other approved services” does not apply to New York City at this time.

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.
As the majority of our students are developing ELLs, we created our ENL program with these students needs in mind. The Language Proficiency Team focuses on developing an engaging and rigorous curriculum that will help our developing ELLs achieve English language proficiency. The NYSESLAT data revealed that most of our scholars lack proficiency in both Reading and Writing. Thus, there is a strong focus on writing in their targeted instruction. This instruction builds on the ELLs strengths by incorporating numerous collaborative activities and ensuring that scholars have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide models of writing to give students something to aspire to. The ENL teacher has conferences with all of the ENL students on a weekly basis. During this conferencing session, the students go over their content area classes and progress with the ENL teacher. During this conference, we pinpoint the highest areas of need and focus on those areas first. We then follow up with that content teacher either in person or via email to discuss a plan of action to try and improve their progress. There is also an after school extra help given by the ENL teacher at least once a week to spend additional time working on the specific course of action each individual student was given. All ELL scholars also participate in the Advisory program where they receive daily support in small group sessions. During advisory, the students focus on socio-emotional aspects as well as their academic progress. The former ELLs are given this same service and are given the option to participate in all extra help and support programs that are offered to the current ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program has been extremely effective in meeting the needs of our ELL population. The ENL teacher scaffolds the ELA lessons for the students to make the content accessible. This process assists in language proficiency and content comprehension and has proven to be successful with our ELL population based on formative and summative assessments that take place over the course of the school year.
12. What new programs or improvements will be considered for the upcoming school year?
With the implementation of the new CR-Part 154, we will be shifting to an integrated ENL model. Within this model the ENL teacher and ELA teacher will work cohesively towards making the curriculum accessible to all students while providing a high level of rigor.
13. What programs/services for ELLs will be discontinued and why?
Due to the changes made to the CR-Part 154, we will be discontinuing the pull-out program for the higher level ELLs. These students will be serviced using the integrated ENL model by both their content area teacher and the ENL teacher in either their ELA or social studies classroom.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All programs at JBA are accessible to all students regardless of their needs. Students are given multiple support sessions throughout the week to meet with their content area teacher or the ENL teacher for extra help. During these sessions, they can work with their teacher on homework, projects, or on any other assignments that they are given. They can also stay after school and be a part of any homework help session, which are targeted based on content. Many of our scholars take advantage of our extra-curricular activities such as band, chorus, scholar council, yearbook, art club, basketball, track and field, fencing, fitness and other programs where they can continue to practice their English language skills in a social setting. We also offer specific after school programs in ELA, math, science and science regents prep courses and test prep courses. These programs are given to students to help them enhance their skills while also preparing them for success on their state exams.
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.
For the past few years, we have been implementing the Expeditionary Learning Curriculum in all of our ELA classes which provides scaffolding tools that assists students in their reading and writing comprehension. This curriculum is adapted and scaffolded by the ENL teacher to ensure that all ELL students are given access to the curriculum and are able to keep up with their native English speaking peers. There is also the use of Smartboard technology and document cameras in every classroom to address all different types of learning styles.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
While we currently are only implementing the ENL program model at Jonas Bronck Academy, we will provide home language support to the students in a variety of ways. Each classroom has a cultural center that is dedicated to the home languages of our scholars. This area will have materials, artifacts, vocabulary and any other items that help students identify with their home language. There will also be materials provided in the child's home language to help support vocabulary acquisition in both the home language and English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The required service supports and resources are aligned to the students' ages and grade levels. In class, they are reading text that is often above their grade level. If this material is above their individual reading level, the ELA and ENL teacher scaffold the material to make it comprehensible to the learner. The reading may also be done in the small group setting with the ENL teacher to ensure comprehension. There are also libraries in every classroom that have reading materials on a number of grade levels. There are also reading materials available in each student's home language. Students are encouraged to take materials from the classroom libraries to read during their reading period or on their own time. In this way, the students are reading at their own personal lexile level and also reading material that is on their current grade level. This prepares them best to make the transition into the next grade level.

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).

In the summer before the school year begins, the incoming ELLs are required to attend an orientation with their parents. This orientation helps the students and their families learn more about Jonas Bronck Academy. They receive a tour of the building and also are given presentations from both administration and teachers in regards to our values and the expectations at Jonas Bronck Academy. There is also a picnic that is hosted by Jonas Bronck Academy that invites all students and their parents to attend. Teachers and administrators are invited so that everyone can become better acclimated to the new environment before the start of the new school year. This is a great way to ensure that both students and parents feel comfortable with the new learning environment they are entering. There is also a summer program for incoming 6th graders in both ELA and in math. This program targets students, specifically ELLs, to make sure they have the skills necessary to be able to adjust to the 6th grade curriculum expectations. There is also an orientation class given to these students to help them understand the rules and procedures that are expected to be followed at Jonas Bronck Academy. These courses give the students a chance to build relationships with other incoming students and the teachers that they will have in September. This foundation helps the ELLs acclimate to the school culture which makes their transition into middle school a smooth process.

19. What language electives are offered to ELLs?

Students at Jonas Bronck Academy are offered Italian as an elective. As most of our students are Spanish speaking, these additional language skills can be extremely helpful. A solid foundation in their home language enables a much smoother transitioning process into their second language. When they learn how language works, they can apply things that they learn in their foreign language elective class to learning any new language, including English.

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)?

N/A

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.)

The ENL teacher attends professional development, on at least a monthly basis, as offered by the DOE and the network. The ENL teacher turnkeys professional learning to the rest of the staff, including but not limited to, assistant principals, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, secretaries and parent coordinators, at school and team meetings on a periodic basis. Topics of focus for the year include strategies for ELLs, writing and supporting language objectives and learning targets, building ELLs background knowledge, and academic language in the content area. Upcoming professional developments are highlighted in the weekly emails updates. The professional development topics for the 2015-16 school year include but are not limited to: SIOP Strategies in the Content Areas, Making Content Comprehensible for ELLs, Testing Accommodations for ELLs, Vocabulary Acquisition and Scaffolding in Content Area Classes. The 2016-2017 professional development topics will be finalized during the summer of 2016. The ENL teacher will be administering the majority of the professional development sessions. The ENL teacher will also be attending the monthly special-education meetings reviewing data and discussing the needs of the special education ELLs and how their needs can best be addressed in the classroom. School secretaries also attend additional professional developments to stay abreast of all updates to data systems such as ATS.
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?

The ENL teacher has been provided a number of PD's to help make the transition into using the Common Core Learning Standards and adapting them to meet the needs of the ELLs. The ENL teacher is also a part of the ELA and Social Studies content area teams in the school. During this time, we often discuss the Common Core Learning Standards that we are focusing on, track data on how each student is doing by standard, and provide scaffolding strategies and techniques so that all students are provided equal access to the material. The school social worker and guidance counselor attend numerous events throughout the year to train her on how to best assist ELLs when they are transitioning to high school. We have also established numerous relationships with schools that specialize in working specifically with the ELL population. This helps her place each student in the most suitable setting for that individual child.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Language Proficiency Team strives to place our ENL graduates in the most appropriate high school setting. These students will apply to a series of high schools that will best suit their needs. Our students are given numerous presentations and workshops beginning in 6th grade to address their needs and to ensure that both the student and their parents have all the information necessary to make informed decisions while choosing their high schools. There are numerous high school fairs that take place at our school to showcase certain schools and give students a better idea of what different schools have to offer. We also have high school visitation trips where students are able to go and visit certain high schools of interest. There is also a focus in 7th grade specifically on the high school application process. During advisory, students are given the opportunity to review the high school directory and spend time researching possible schools they would consider attending. By the time the students enter the 8th grade, they have a solid list of high schools that they want to apply to.
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.

All content area teachers of ELLs are encouraged to attend professional development and other workshops to help support the ENL population in their classroom. Teachers are encouraged to attend workshops in groups, so that as a cohort, they can more successfully integrate new skills and knowledge into our school culture. The ENL teacher also gives numerous PDs and holds work sessions throughout the year. These workshops and seminars ensure that all staff receives at least the minimum amount of hours as per CR Part 154.2. Records will be maintained in an ENL Professional Development Binder. This information will be kept by the ENL Coordinator.

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?

The Language Allocation Team will coordinate the scheduling of annual individual meetings with the parents of the ELLs to discuss their child's goals, their language development process and their assessment results. These meetings will be scheduled at the beginning of the year to begin to build a bond and an open line of communication between the parents and the school. Translations will be provided for all parents in their home language. These meetings will be followed up with phone conversations, emails and other preferred methods of communication throughout the year to keep an open and constant line of communication between the school and the parents.

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.

All agendas and notes from each meeting held will be held in the ELL Record Binder. Each child will have their own individual tab and this section will be updated following any meetings and/or conversations take place.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs tend to be very involved in school activities at Jonas Bronck Academy and turnout at parent events is traditionally high. We have Talk and Tea once a month where the parents can come in and speak with the students teachers and enjoy tea and light snacks. It is a time where the parents can really bond with the teachers and discuss any questions or concerns they might have. We also have a cultural day where families bring in food from their home country and share with the students and the staff. It is a time where we celebrate everyones culture and it is an event that all members of the school community look forward to every year. Members of the Language Proficiency Team are proficient in both English and Spanish and communicates with parents of ELLs frequently by phone, in person, and through a newsletter that is distributed both to the students and via e-mail to all parents. If any other language translation is needed, we make sure to provide that for the parents in need. All school documents are available in English and Spanish. Translation is available at all school events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The Language Proficiency Team notifies parents of relevant school, CBO and city-wide workshops and events by e-mail or notices sent home in both English and their home language. We encourage the parents of our students to attend workshops that are given at the local library, and in other close locations throughout the community. These workshops include but are not limited to English classes, book clubs, and tutoring. We also provide in house workshops for parents such as immigration and technology. If necessary, we utilize the translation and interpretation unit to translate documents or contract with DOE vendors to ensure that we are providing the mandated translation services provided to our parents.

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

The Language Proficiency Team reaches out to the parents of our ESL population at the beginning of the school year to evaluate their needs. We stay in close contact with these parents throughout the year. This is done through a variety of methods, including but not limited to our monthly "Talk and Tea". This is an informal opportunity for parents to come in and speak to teachers, administration and other faculty members to become acclimated to the school. The Language Proficiency Team also sends home a communication survey in the beginning of the year to find out the best way to communicate with the parent. This is extremely helpful and is used throughout the year to keep in constant communication with the parents. If necessary, we utilize the translation and interpretation unit to translate documents or contract with DOE vendors to ensure that we are providing the mandated translation services provided to our parents.

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

At Jonas Bronck Academy, we often host workshops for parents to make sure that they are aware of what is going on in our school building at all times. These workshops are used to teach parents things like how to communicate with teachers and how to use their parent login to access their student's grades on the online website. Parents are also invited to participate in school events such as our cultural heritage festival, family fun night, and Talk and Tea. We try our best to make every parent feel accepted and welcome in our school. The more comfortable they are with visiting the school building, the more involved in their child's education process they will become. The majority of our translation is done in house by our bilingual staff but if necessary, we utilize the translation and interpretation unit to translate documents or contract with DOE vendors to ensure that we are providing the mandated translation services provided to our 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: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **10x228** School Name: **Jonas Bronck Academy**
Superintendent: **Melodie Mashel**

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.learnndoe.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.

After reviewing all of our Home Language Identification Surveys (HLIS) as well as informal interviews with parents done by our parent coordinator, we concluded that we have a great need for documents to be translated into Spanish. Any documentation that is needed in other native languages is translated or we ensure that those parents are contacted and given all information through a translator. Surveys are also sent home at the beginning of the year and the parent's home language is filled out. This documentation is kept in each student's file to ensure that all parents are given information in the appropriate language. All information taken from the Home Language Identification Surveys is input into ATS by our Pupil Accounting Secretary. We also used ATS data such as the Adult Preferred Language Report (RAPL) to find out the home language of each parent in the student's household.

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.

For both written and oral communication, we have 139 students whose parents prefer Spanish, 1 student whose parents prefer Arabic, 1 student whose parents prefer Philipino, 4 students whose parents prefer Bengali, and 1 student whose parents prefer Fulani. The percentage of students whose parents preferred language is other than English is 53.5% of our school population.

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.)

At our school, communication is key. We often send phone messages home through the school messenger which calls parents directly with the number that they have provided telling them about important information in regards to our school community. We disseminate messages such as the Discipline Code, Respect for All, monthly newsletters, scholar led conference notifications, parent guides, New York State testing date memo, and any other notifications that arise throughout the school year that we feel that parents should be notified about. They are all distributed to parents at the appropriate time, giving parents ample time to prepare for conferences, meetings, social events, etc.

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.

Throughout the year, we have face-to-face meetings at our school with parents such as scholar led conferences (11/7/2015 & 3/16/2016), open houses, back to school night (9/17/2015 & 9/22/2015), Talk and Tea discussions (the first Thursday of each month), and School Leadership Team Meetings (The first Monday of each month). Scholar led conferences are held twice a year, open house vary based on interest but occur at least 5-6 times a year, back to school night is once a year, Talk and Tea discussions are held once a month, and School Leadership Team meetings are also held once a month. We also have conferences with individual parents as a grade team or with the school guidance counselor or social worker when needed. We will contact an interpretation vendor in a timely manner if necessary to provide all parents with any translation needed.

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.

The majority of our translation is done through our bilingual staff in house. If necessary, we use the translation services provided by the Translation & Interpretation Unit or contract an outside vendor to complete translations for parents whose home language is not shared by someone on our staff. All

translations are complete in a timely fashion so that all materials are given out to the school community at the same time.

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 majority of our translation and interpretation needs are met by our bilingual staff in house. We will send out a survey to all staff members asking if they speak, read or write in any languages other than English. Based on the results of the survey, we will accomodate the needs of our parents through our staff. If necessary, we will utilize the over the phone interpreters via the Translation and Interpretation Unit or on-site interpreters provided by an outside vendor. We will also utilize the school hoidaly, parent-teacher conference, and other DOE notices that are already available in translated form at the Translation and Interpretation Unit's intranet site.

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.)

We will provide a staff professional development to make sture that all members are aware of the different translation services available to them to help us disseminate information to the parents of our scholars. We will provide the Translation and Interpretation brochure, the Language ID guide, and the Language Palm Card to all staff members.

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

Based on the Chancellor's Regulation A-663, we will fulfill parental notification requirements for translation and interpretation services by hanging the welcome poster from the Language Access Kit in a visible place where all parents entering the building will be able to see it. We will also make sure to provide copies of the Parent's Bill of Rights and the Parent's Guide to Language Access to all parents so that they are aware of their rights to translation. We will also make sure that all school safety agents and school secretaries are given the Language ID Guide. These members of our staff are the first ones to greet parents as they enter our school. By having access to the Language ID Guide, they will be able to best meet the needs of the parents in a timely fashion. We will also provide all members of our staff with

the Translation and Interpretation brochure and the Language Palm Card so that they are aware of the resources that are available to them in providing the proper translation to all parents.

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)

To generate feedback from parents on the quality and availability of translation and interpretation services provided at Jonas Bronck Academy, we will administer a survey. In this survey the parents will be able to comment on how they feel about the communication that takes place in our school community. There will be a space for parents to make suggestions on how we can create even better ways of communicating with our families and parents both on student progress and on events that are taking place. We will also schedule a focus group of parents that will be inclusive of all the cultures and languages that are represented in our school to gather ideas, feedback, and best practices.