



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

09X324

School Name:

BRONX EARLY COLLEGE ACADEMY FOR TEACHING & LEARNING

Principal:

YVETTE RIVERA

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Early College Academy for Teaching and Learning School Number (DBN): 09X324

Grades Served: 6-12

School Address: 250 East 164 Street
Bronx, NY 10456

Phone Number: 718 681 8287 Fax: 718 681 8650

School Contact Person: Yvette E. Rivera Email Address: yrivera8@schools.nyc.gov

Principal: Yvette E. Rivera
Corie Gaidusek

UFT Chapter Leader: Marjorie Bodden

Parents' Association President: Yvette E. Rivera

SLT Chairperson: _____

Title I Parent Representative (or Parent Advisory Council Chairperson): Ramara Petersen
Jaylene Coss

Student Representative(s): _____
Luz Torres

CBO Representative: _____

District Information

District: 9 Superintendent: Carron Staple
1 Fordham Plaza, Room 841

Superintendent's Office Address: Bronx, NY 10458

Superintendent's Email Address: cstaple@schools.nyc.gov

Phone Number: 718-741-5834 Fax: _____

Borough Field Support Center (BFSC)

District 9 Carron Staple
BFSC: _____ Director: _____
1 Fordham Plaza, Room 841
Bronx, NY 10458
Director's Office Address: _____
cstaple@schools.nyc.gov
Director's Email Address: _____
718-741-5834
Phone Number: _____ Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Yvette E. Rivera	*Principal or Designee	
	Corie Gaidusek	*UFT Chapter Leader or Designee	
	Yanelly Torres	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Luz Torres	Community School Director (staff)	
	Jaylene Coss	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>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Marilyn Rodriguez	Parent	
	Debbie Harris	Parent	
	Nicole Key	Parent	
	Jorge Betanzos	Staff	
	Adisha Washington	Staff	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

Bronx Early College Academy for Teaching & Learning ("BECA"), located in the Morrisania section of the South Bronx, was founded in 2006 as an Early College program serving students in grades 6 through 12. In June 2013, BECA graduated its first senior class (2013) at a four-year graduation rate of 94%. BECA's four-year graduation rate continues to be significantly higher than both the Borough and Citywide four-year graduation averages due to the strategic decision making of an effective school leader as well as the dedication and professionalism of our entire BECA community.

Our beliefs about student learning are embodied by our Mission Statement. Secondary school is an experience filled with challenges, opportunities, and a time of discovery on so many levels. At BECA, the Principal, school leaders, faculty, partners, families, and staff provides our students with the learning, guidance, discipline, enrichment, and organization necessary for students to feel successful at school.

Mission Statement

At Bronx Early College Academy, we strive to develop a community of principled citizens, students, families, staff, and community partners who commit to preparing all students to participate in the International Baccalaureate (IB) Diploma Program.

- We believe that all students have the freedom to pursue their passions and curiosities as they learn to take personal responsibility for their own learning.
- We engage imagination, encourage reflection, and nurture students' thinking to embrace a sense of international mindedness.
- We commit to developing students who have the skills, knowledge, and character necessary to take action in caring for themselves and others.
- We strive to achieve balance between academics, individual creativity, and an urgency to be of service to others.

Through their experiences at BECA, our students will be prepared, empowered, and enlightened to access superior postsecondary opportunities and successfully navigate an increasingly complex world.

In honoring the Framework for Great Schools, several examples of effective school leadership are observable throughout our school. For example, school leaders are committed to students' success both at the secondary and post secondary levels. The Principal acts strategically to secure great partnerships for the school community beginning with The College Bound Initiative ("CBI"). CBI provides students and families with individualized services in preparation for the academic, personal, and financial rigors of post-secondary environments. As a school community, we recognize the importance of providing our students with post-secondary opportunities and career readiness. We also recognize that thoughtful, and supportive guidance throughout the entire 6 -12 continuum are particularly important, especially as students' transition to college during senior year. CBI in collaboration with families and staff provide opportunities for

our students to plan for the next phase in their lives under the expertise and guidance of our partner CBI and our professional faculty.

In keeping with our mission of providing students with enriching educational experiences, rigorous curriculum and instruction, and in alignment with the Framework for Great Schools, BECA underwent a two year, highly rigorous application and site visit verification process to become authorized as an International Baccalaureate (“IB”) World School. BECA became authorized to offer the International Baccalaureate Diploma Program in October 2013. BECA is only one of only 6 NYC public high schools authorized to offer the IB Diploma Program. We achieved this milestone thanks to our dedicated, strategic, and supportive leadership, a professional environment of trust and collaboration, a commitment by all stakeholders towards academic improvement. Our current IB students recently completed the first administration of IB Diploma Program examinations in Literature (SL), Math Studies (SL), History (SL), Biology (SL), French (SL), and Spanish (SL).

Our work towards international mindedness includes various fundraising efforts to provide students with an overseas educational experience to expand their learning beyond the classroom. This year, with the support of our Superintendent, our first group of high school students visited Spain to engage in a cultural and language immersion experience. For our 2014-2015 School Quality Review, BECA earned a rating of **Well Developed** as well as a cited area of celebration on Quality Review indicator 1.1 (ensure engaging, rigorous, and coherent curricula in all subjects). BECA also earned a rating of **Well Developed** on Quality Review indicator 2.2 (alignment of assessments to curricula) and a Proficient on on Quality Review indicator 1.2 (Teacher Pedagogy), which demonstrated growth from the previous year’s Quality Review.

Our inclusive, motivating, and rigorous curriculum works in perfect partnership with the expectations of the Common Core. High standards are set in every classroom and students are actively engaged in ambitious intellectual activity and developing critical thinking skills. This tremendous achievement could not have possible in the record time it was achieved, especially given the challenges facing BECA had it not been for effective leadership, a community of collaborative teachers, families, community partnerships, and our students who continuously rise to the challenge. This, and more of the great strides BECA continues to attain are possible by an environment of trust. At BECA, we work toward improving student outcomes, while preparing students for success beyond school. At BECA, we care, respect, and value one another. According to the 2013 School Quality Snapshot, 95% of both Middle and High School parents were satisfied with the education their child received at BECA. Additionally, 86% of teachers would recommend BECA. Both of BECA’s percentages were higher than both the Borough and Citywide averages this year.

The School Principal brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families and community-based organizations. As a group of highly collaborative and professional educators, we are continuously striving to expand our instructional capabilities and innovate in our classrooms to provide additional opportunities at our school. The recognition of our partner organizations who continue to place their confidence in our school has been an amazing experience for BECA. As mentioned earlier, CBI is a key partnership for both our students and families in growing and cultivating a strong college and career readiness culture. BronxWorks has been a standing partner and friend to BECA for the past four years, providing our students and families to many programs spanning from resume writing and job services to the College Café program, which has included many college trips as well as additional college advisement, and SAT preparation for our students.

BECA has made great progress in establishing family and community partner engagement including a vibrant partnership with American Museum of Natural History Masters in Teaching Program. After a rigorous vetting, BECA was selected as one of only three NYCDOE partner school sites to train the Museum’s Earth and Space Science teaching residents under the guidance of BECA’s own Science teachers. Our families are provided with enhanced access to the museum and all of its special exhibits and family programming for free. Our students are also provided with greater access to special student programs and internship opportunities. The New York City Department of Education Teaching Collaborative places teaching residents in our classrooms each spring to learn from our teachers.

As a result of the Mayor’s and Chancellor’s initiative to provide afterschool programs in middle schools across the city, BECA has partnered with City Year. BECA’s City Year team includes a dedicated on-site Program Manager, Team Leader,

and an After school SONYC Manager as well as ten AmeriCorps Corps Members. The City Year Team is on-site from 7:30-5:30pm pushing into our classrooms in grades 6th -8th providing additional support and small group tutoring in core classes to targeted students based on individual needs. Immediately following the regular school day, the City Year Team provides afterschool programming in both academics and enrichment five days a week. Programming includes homework help, physical fitness, and enrichment activities. In addition to the expanded learning opportunities described above, Saturday school was available for students in grades 6-8 to hone skills in both English Language Art and Mathematics as well as for students in HS to practice subject specific skills in content areas aligned to NYS Regents assessments.

Over the last three years, BECA has developed into an environment where other professionals aspire to learn the art and science of dedicated pedagogy. As such, two of our strategic partnerships are the New York City Teaching Collaborative and the American Museum of Natural History Masters in Teaching Program. We will continue to provide our students with a disciplined, yet nurturing environment to enhance their overall intellectual and personal development. One of our most ardent overarching goals is to bridge equity and access for our students by providing them with all the advantages possible in public education. Given the shared commitment of our staff, the appropriate time, institutional support, and our continued hard work, we have no doubt that together as a community, we will be able to weather the challenges and continue to build a school where every child feels successful.

As a Renewal School, we will expand implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after school and/or summer programming provided in collaboration with community partners City Year for grades 6-8 and Fordham University for grades 6-12.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in school. Our partner in this goal, Morris Heights Health Center School Based Center provides a full range of wellness and mental health services to students.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

As a result of our needs assessment and goals for the year, our instructional focus for the 15-16 school year is: If teachers engage in collaborative, structured conversations around student work pieces to determine students' needs and strengths, then students will be provided with targeted and scaffolded support that will improve their academic achievement.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	HE
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	HE
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In accordance with the Framework for Great Schools, and Tenet 2 of DTSDE, (School Leader Practices and Decisions) several examples of effective school leadership are observable throughout our school. For example, across grades, unit planners are designed by the school leader to include “Significant Concepts”, Common Core Learning Standards, International Baccalaureate Assessment Criteria, Danielson key elements, Reading and Literacy indicators, Learning Resources, Culminating Task, Connections to the IB Learner Profile, Planning for multiple entry points, Assessment Criteria and Data Collection. Each unit plan is uploaded to Google Docs to undergo a three-stage process for review and feedback from administrators and a coach. Example of feedback comments noted on unit plans ranged from, “Please reword ‘Significant Concepts’ as per my comment;” to “Much of this unit is strong. However, the language, especially in the significant concepts and questions, are very challenging. Please see notes, and revise where required.”</p> <p>Tenets 3 & 4 (Curriculum Development & Support; Teacher Practices and Decisions) are addressed as teachers are required to purposefully note in unit plans whether or not students are meeting the demands of the Common Core Learning Standards in response to stage 3 of our unit planners: “What evidence in student work products demonstrated the learning objectives, and which concepts for teaching were in alignment to specific Common Core Learning Standards.” Teachers also are required to consistently describe if students, in their focus, impact and target groups, (grades 6-8) demonstrated mastery of the concepts and skills necessary for meeting the demands of college and career readiness. Our collaborative teachers are committed to the success and improvement of their class and schools, and</p>		

create meaningful unit planners and curriculum maps, look at data and student work as a team, and work towards helping students achieve mastery.

Teacher are at different stages of creating opportunities for interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. Our English department has consistently led this charge by partnering with LEAP on Stage where our students engaged in original play writing, all aspects of production, and performance. For the last two years, one of our students has had a play published by Samuel French and performed on Broadway. We look for additional opportunities to successfully create authentic interdisciplinary curricula.

DATA

Scholarship Reports

Student work products such as student original plays published by Samuel French

Principal created unit planner template

Teacher created Common Core Aligned unit plans and maps

Principal Feedback on teacher created unit planners

Professional Development Plan

Part 2 – Summative Vision for Rigorous Instruction

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

Consider the following questions:

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

BECA underwent a two year, highly rigorous application and site visit verification process to become authorized as an International Baccalaureate ("IB") World School. BECA was successful in becoming authorized to offer the International Baccalaureate Diploma Program in October 2013. BECA is only one of only 6 NYC public high schools authorized to offer the IB Diploma Program. We achieved this milestone thanks to our dedicated, strategic, and supportive leadership, a professional environment of trust and collaboration, and a commitment by all stakeholders towards academic

improvement. Our current IB students recently completed the first administration of IB Diploma Program examinations in Literature (SL), Math Studies (SL), History (SL), Biology (SL), French (SL), and Spanish (SL).

Deliberate attention to scaffolding for all students includes deliberate attention by teachers during the design of unit planners and then an organized reflection of the same based on student work products from said planners. Multiple entry points are supported in the same fashion. Instructional shifts are evident in the expectations and requirements of participation. Our school requirements exceed that of the State for graduation. For example, students are expected to take at least three years of World Language even though this is not supported at the State level. Additionally, most students are required, but all HS students are provided with opportunities to take for years of Mathematics and Sciences even though the State only required three years.

During expanded learning time, students will have an added opportunity to develop themselves further in the study core subjects and delve deeper in such areas as laboratory work in STEM subjects, research methodology in the Social Sciences and Humanities, expanded experiences in the Arts. Other opportunities will be provided based on analysis of student data and other factors. Consistency be ensured and supported across school faculty and community educators and across a longer learning day by programming these experiences as an extension of the learning that transpires during the day and not as an add-on. Additionally, there will be very deliberate messaging of shared goals to all constituencies of the school community so as to inform and reinforce the importance of participation.

Pedagogy will look like a set of coherent practices around classrooms connected to school-wide focus standards and focus instructional practices. This is facilitated through a school-wide delivery of instruction based on how we believe students learn best. All classrooms utilize our school-wide Daily Routine for Unfolding Instruction (“DRUI”) and it includes the following components: Guiding Question, Common Core Learning Standard (or Next Generation Science, NYLS where CCLS does not exist), Mini-lesson, Task, Assessment, Homework. Teachers have multiple opportunities to engage students in different parts of the lesson to support individualized instruction adapted to our student needs. Interaction among students with their peers and classroom teachers allows staff and students alike to formatively assess whether our students have acquired the content and skills necessary to be successful and move on to the next task.

Teachers use multiple entry points to ensure the success of every child. Teachers give deliberate attention to the design of unit planners to develop them further to ensure access to every child at multiple points in the lesson. Unit planners are organized to reflect multiple entry points, and have designated areas on the planners for teachers to incorporate these points into their lessons.

Consistency throughout the day is supported through pedagogical practices such as the DRUI, integrated lesson plans, focus on the Common Core Learning standards, collaboration among teachers, professional development, and creating a supportive environment for students and teachers.

Teachers use the performance outcome data from Measures of Student Learning assessments, New York State and Common Core exam, teacher-designed assessments using Test Wizard and Gradecam to disaggregate and assess students’ mastery of identified Common Core Learning and/or content standards as well as the International Baccalaureate Learner Profiles for curricular revisions or reteach content. For example, baseline data in math revealed 5 of 28 students in 6th grade demonstrated some mastery of, “applying and extending previous understanding of multiplying and dividing fractions by fractions.” Units and lesson plans were revised to reteach the standards with scaffolds built in to support comprehension of content. Interim reassessment of the same standards for the same students garnered a 25% increase in performance. Teachers use the New York State and International Baccalaureate assessments to determine students’ performance of levels. Students’ assessment outcomes are categorized on a scale

of high, medium and low. (75-100% high mastery, 50-74.9% medium, 0-49.9% low). Students' performance outcomes are then purposefully used in classrooms to create heterogeneous groups for teaching and learning. Students are taught to support each other with the solving of problems and comprehension of content.

By year 2, we expect our graduation rate to exceed the citywide expectation at 90%.

Part 3 – Annual Goal

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

By June 2016, the average ELA proficiency rating will be 2.19 as a result of the school community's enhancement of rigorous instruction **the use of writing-to-learn strategies**.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Two year comparative analysis of targeted CCLS assessment performance as measured by NYSCC Assessments in ELA and Math in grades 6-8.</p>	<p>Grades 6-8</p>	<p>Summer 2015</p>	<p>Principal, Coach, AP, DSR, Educational Liasion Fordham</p>
<p>Detailed Formative Assessment Plan and RTI in response to findings from activities related to formative assessment plan.</p>	<p>Grades 6-8</p>	<p>2015-2016 School Year</p>	<p>Principal, Coach, AP, DSR, Educational Liasion Fordham</p>

Increase student participation in the International Baccalaureate Diploma Program (“IB”) by use of MYP Assessment descriptors.	Grades 6-8	2015-2016 School Year	Principal, Coach, AP, DSR, Educational Liasion Fordham
Weekly professional development focused on Inquiry and student work products related to (HS) and review of Formative Assessment Plan work products and next steps (MS)_including, but not limited to: literacy strategies embedded in lessons, units, and curriculum maps, creation of said units and maps, inter visitations by teachers to observe strategies in action, and inquiry teams.	Grades 6-8	2015-2016 School Year	Principal, Coach, AP, DSR, Educational Liasion Fordham, <u>teachers and departments</u>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for incentive trips and family activities											
Appropriate staffing to meet the requirements of action plan											
Translation Services											
School Website to Broaden Access to Public											
Various Marketing Materials to Increase Communication											
Coaches to oversee day to day proper implementation of action plan											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
School-wide Attendance Rate (ATS REPORT RSAL)											
· Individual Student Attendance Rate Comparison (ATS REPORT RMAO)											
· Student Feedback with Guidance Team											
· Weekly Attendance Meeting											
Family Feedback Intake											
Guidance intervention and targeted counseling check-in											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strength</p> <ul style="list-style-type: none"> · Targeted tone and discipline to help support a safe learning environment based on the International Baccalaureate Learner Profile · Project BECA incentive program · LeAp Onstage to integrate the Arts and promote students creativity and voice Strategic partnerships with the College Bound Initiative and the American Museum of Natural History · Four members of staff dedicated to the socio-emotional support of students and families · Support from Attendance Teacher 		

- Weekly Attendance Team Meetings
- Uniform policy to enhance culture of inclusion into our family
- School Messenger and Skedula to regularly communicate with families
- Saturday school in January to provide additional support to students through assessments

Data

- ATS Attendance Reports (RSAL, RMAO, RDAL, RISA, RPYA)
- Regular conferences with Guidance Department and Teacher Teams
- City Year Data

Need

- Increase attendance participation rates for students who have been absent 20 days or more
- Highlight improvements in student attendance rates
- Increase parent, staff and student awareness of attendance expectations

Family incentive outings

Part 2 – Summative Vision for Supportive Environment

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

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

We are very proud of the ways in which school stakeholders and guests currently describe our school. Parents express an appreciation for the high academic expectations demanded by the Principal, staff, and school leaders. They have expressed much praise and gratitude about how their child’s progress is continuously communicated to them whether by reports, text messages, conferences, handbooks, and phone calls. Keep families informed of the school’s expectations for high academic and personal standards. Families have added that supporting workshops on academic and cultural topics allowed them to contribute to the school’s culture for learning. Parents also made light of the fact that even though their youngsters with Individual Education Plans, that the BECA’s expectations were for their children to meet the performance expectations for the Common Core Learning Standards.

The School-Based Support Committee members and Guidance Counselors have also been acknowledged for their on-going support with providing critical information for assisting families with academic support as well as college and

career materials. Students in all grades have an awareness that the expectations are that they live by and/or demonstrate are the principles of the “IB Learner Profile.” Students are clear that they are expected to embody being, “Knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-taking, balanced, and reflective.” In planning lessons, teachers deliberately challenge and encourage students to think alongside of the profiles. For example, students are asked to “inquire” in Chemistry, be a “risk-taker” by creating their own interpretation of text in English, “reflect” on content in Social Studies, and “communicate” understandings in mathematics. Effective communication of these core values provides a framework for high expectations in the learning community.

Our CBO Partnerships, but in particular our Community School Partnership with Fordham University will engineer successful teaching and learning conditions during the school day and extended learning time to effort to improve student outcomes. Partners will work collaboratively at implementing a clear system for progress monitoring by: (1) studying baseline data on all students’ progress and identifying which students require Tier 1, 2 and/or 3 interventions (2) determining the precise targets, level, skills and strategies that student require to develop mastery. Fordham University will work closely with the DOE, DOHMH, school administrators, faculty and other service providers on and off the campus in the joint delivery of all the mental health components, i.e., individually targeted, selective and universal interventions. In addition to addressing the school community’s mental health and social emotional needs, the CSP will also provide a social and emotional development learning (SEDL) component aligned with State Education Department guidelines. This component will include parents and caregivers where necessary. In addition to the aforementioned initiatives, the Fordham partners have secured linkages tailored to provide students and their families with immediate support and intervention in the following areas: housing, adult education, job readiness, individual and family counseling, health referrals, domestic violence intervention, immigration services, family justice, food pantries, clothing and shelter services, and college and career readiness. The Parent Coordinator will be instrumental in expanding the current parent outreach system. These programs will be implemented and supervised by the Community School Director, Extended Day Coordinator, Educational Specialist, and Mental Health Service Provider. This team will work in collaboration with the Principal and the school’s leadership and professional development teams to target the delivery of professional development to the individual needs of the staff at large.

These activities will provide adolescents with the various supports they need to develop into well adjusted, purposeful and productive members of society. These supports (delivered directly or by referral) will include: individual, family and group counseling; clinical social work interventions. In addition stress management and life skills workshops will be provided. Fordham University is confident that these activities will help to resolve some of the personal, familial and domestic issues which have contributed to the achievement gap among students. We are currently working with our CSP, guidance team, and our newly established Morris Heights School Based Health Center to determine the best fit social emotional learning framework and assessment measures for our students and families.

Part 3 – Annual Goal

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

By June 2016, there will be a 5% increase in attendance rate for students who were absent 20% or more in the previous school year as a result of our partnership with our CBO, Fordham University.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>International Baccalaureate Diploma Program (“IBDP”) core courses will be offered. In addition, we will be adding one additional IBDP course Computer Programming will be offered. IBDP teachers will meet regularly to plan, ensure the success of their students and assess courses offered.</p>	<p>High School Students</p>	<p>2015-2016 School Year</p>	<p>Team Leaders, IB Coordinator, Teachers, Guidance Counselors and Principal</p>
<p>Additional opportunities will be created to broaden counseling and linkage services to a larger variety of students and families. In addition to our 2 guidance counselors and full time college advisor, a SAPIS counselor will be added to the counseling staff. Our partnership with College Bound Initiative (CBI) provides a full time Director of College Counseling who makes outreach to families and students. CBI involves parents in workshops as well.</p>	<p>Grades 6-12</p>	<p>2015-2016 School Year</p>	<p>CSP, CSD, Morris School Based Health Program, Guidance Counselors, Director of College Counseling,</p>
<p>A more diverse range of family workshops and opportunities to support their understanding of rigorous instruction, the Common Core, the International Baccalaureate Diploma Program, and College and Career Readiness to support their children at home. Alternative Parent Nights will be utilized, as well as Parent Meetings for students in the Diploma Program, and outreach to parents made by the Parent Coordinator as well as teachers and our community partner, Fordham University.</p>	<p>Grades 6-12</p>	<p>2015-2016 School Year</p>	<p>Principal, IB Coordinator, AP, Director of College Counseling, Guidance Counselors Teachers, and CSP Staff</p>

Part 5 – Budget and Resource Alignment

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

- Department and Grade Team Leaders, Administrators

- Dean of School Culture, Teacher Coaches.
- Teachers
- Guidance Counselors
- Funding associated with physical plant improvements, branding, and related items to foster a supportive and welcoming environment
- Funding for Expanded Learning Time
- Funding International Diploma Program Annual Fee and Student Assessments
- International Baccalaureate Training
- Additional counseling services, professionals, and programs

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

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

Part 6 – Progress Monitoring

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

Attendance rate will exceed 90%.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	HE
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	HE
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Grade level teacher teams meet to discuss the academic performance of target, impact and focus groups. Group goals are identified by the Common Core and or content standards students must master, based on the grade level curriculum. Interim data is compared to baseline data in content areas to identify students’ progress. For example, teachers used an excel spreadsheet to log the math and English performance ratings, levels and growth rate of their ELLs and SPEDs populations. Discussions by teachers on specific skills students did or did not master became the foundation for revising units, lesson plans, instructional tools, and/or creating a re-teaching plan. Teachers’ shared student achievement outcomes, which showed ELLs and SWDs making academic progress in math and English. Teacher teams systemically review student work and administrative feedback to inform teaching practices.</p> <p>Teachers have expressed that looking at students’ work products often resulted in a change of classroom practices. The practices that were informed were the following: increasing time for students to have content discussions in science; allowing students to own their own notes in mathematics, increasing student-centered opportunities in social studies, and reassessing groupings in English. These changes in practice were considered as steps needed to improve student learning . Teachers are required to purposefully note the following in unit plans to ensure students are provided with multiple entry points and meeting the demands of the Common Core Learning Standards. Intentionally noted in plans, teachers also consistently described if students, in their focus, impact and target groups, demonstrated mastery of the concepts and skills necessary for meeting the demands of college and career readiness. Teacher planners are provided with written feedback from either the Instructional coach and/or the Principal.</p>		

Part 2 – Summative Vision for Collaborative Teachers

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

Questions to consider:

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

Teachers meet in and work in collaborative teams. Pedagogy looks like a set of coherent practices around classrooms connected to school-wide focus standards and focus instructional practices. This is facilitated through a school-wide delivery of instruction based on how we believe students learn best. All classrooms utilize our school-wide Daily Routine for Unfolding Instruction (“DRUI”) and it includes the following components: Guiding Question, Common Core Learning Standard (or Next Generation Science, NYLS where CCLS does not exist), Mini-lesson, Task, Assessment, Homework. Teachers have multiple opportunities to engage students in different parts of the lesson to support individualized instruction adapted to our student needs. Interaction among students with their peers and classroom teachers allows staff and students alike to formatively assess whether our students have acquired the content and skills necessary to be successful and move on to the next task. Deliberate attention to scaffolding for all students includes deliberate attention by teachers during the design of unit planners and then an organized reflection of the same based on student work products from said planners. Teachers review student work products in teams to ensure that they plan for individual needs. Multiple entry points are supported in the same fashion. Instructional shifts are evident in the expectations and requirements of participation.

Teachers are provided with multiple opportunities both by structured PD, grade and discipline level meetings to collaborate on units and lessons. BECA also has a school wide Google Doc where teachers can access additional units for teachers who do not sit on either a grade or discipline level team. Planners are provided with written feedback. Teachers use the performance outcome data from Measures of Student Learning assessments, New York State and Common Core exam, teacher-designed assessments using Test Wizard and Gradecam to disaggregate and assess students’ mastery of identified Common Core Learning and/or content standards as well as the International Baccalaureate Learner Profiles for curricular revisions or reteach content. Students’ performance outcomes are then purposefully used in classrooms to create heterogeneous groups for teaching and learning. Students are taught to support each other with the solving of problems and comprehension of content. In an effort to improve student outcomes and engineer successful teaching and learning conditions during the school day and extended learning time, both partners will work collaboratively at implementing a clear system for progress monitoring by: (1) studying baseline data on all students’ progress and identifying which students require Tier 1, 2 and/or 3 interventions (2) determining the precise targets, level, skills and strategies that student require to develop mastery.

Teachers should and will review student work collaboratively in teams, and give feedback on assessments, and discuss needs and progress of students. A cycle of Professional Development will be dedicated to inter-visitation, reviewing student work as a team, and protocols for looking at students work and giving feedback will be part of the cycle.

Our partnerships with the Museum of Natural History, Fordham University and City Year all provide opportunities for a collaborative teaching approach, as participants are in the classrooms, supporting students and teachers, roviding instruction and working of programs for the benefit of students.

Part 3 – Annual Goal

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

By June 2016, 50% of developing teachers will earn a MOTP rating of "effective" in Danielson components 3C and 3D for school year 15-16.

Part 4 – Action Plan

M

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Utilizing the Extended Learning Time to enhance collaboration around providing students with additional non-traditional intervention such as mentoring, out of school experiences, and similar. high need subgroups will benefit from these types of mentoring as they are encouraged to make connections with staff members.</p>	<p>Teachers</p>	<p>2015-2016 School Year</p>	<p>Eligible Staff and CSP, CSD</p>
<p>Specific research based strategies that include but are not limited to: Data Driven Grouping and Instruction, Individual Conferencing, Collaboration with Guidance Counselors and Identifying students with specific needs, providing relevant supports</p>	<p>Teachers and Students</p>	<p>2015-2016 School Year</p>	<p>Guidance Counselors, Teachers, and Administration</p>
<p>Administrators will conduct observations and provide timely feedback according to a pre-arranged schedule. Professional Development time will be devoted to Danielson dimensions, particularly 3B, (Questioning and Discussion Techniques) 3C (Engagement) and 3D (Assessment) .</p>	<p>Teachers</p>	<p>2015-2016 School Year</p>	<p>Administration, Coaches</p>
<p>Teachers will conduct a series of inter-visitation and provide each other with actionable feedback. Teachers will utilize specific lenses and protocols for inter-visitations. One</p>	<p>Teachers and Lead Teachers</p>	<p>2015-2016 School Year</p>	<p>Teacher Leaders, Coaches</p>

specific area of focus will be utilization of literacy strategies across disciplines, as well as Danielson 3B & 3D.

Part 5 – Budget and Resource Alignment

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

- Department and Grade Team Leaders, Administrators
- Dean of School Culture, Teacher Coaches.
- Teachers, Teacher Leaders
- Guidance Counselors
- Educational Consultants
- Funding for Expanded Learning Time
- Additional counseling services, professionals, and programs

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

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

Part 6 – Progress Monitoring

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

By February 2016, 50% of Developing teachers will have received a MOTP rating of “effective” in components 3C and 3D.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	HE
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>While this tenet is an area of strength, our area for improvement is strengthening our use of resources and partnerships to improve student performance in grades 6-12.</p>		

Part 2 – Summative Vision for Effective School Leadership

<p>In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:</p> <ol style="list-style-type: none"> How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met? What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like? How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital? What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?

5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The mission and vision guides all decision making and initiatives at our school. It is regularly communicated through various method including, but not limited to meetings, formal and informal observations, our professional development plan, calendar, handbook, student planners, and our BECA Broadcast. We have also taken tremendous steps to brand our school in print and within the physical space to present a clear and coherent statement about what we value. To ensure a strong partnership continues with our CBO's, we intend to continue our frequent communications which include regular meetings, progress monitoring, SLT assessments, benchmark conversations, and strategic planning. The CBO partners will also collaborate with staff through frequent meetings with the guidance department and parent coordinator to ensure that students are receiving the socio-emotional and academic services they need.

An evidence based system we use to ensure that goals and benchmarks are being met include Initial Planning Conferences, Mid-Year Conferences, and End of Year Conferences to ensure that individuals are progressing as it relates to goals. We also meet with teachers strategically for pre and post observations to provide feedback. Our instructional coach also provides support in these areas supplemented by team level meetings. Student and Teacher programs are created based on the needs of students as well as the strengths of teachers. With regards to conducting observations, we created and adhere to an observation cycle with set benchmarks for completion. If teachers need additional formative observations, those observations are conducted as needed. Teachers are provided with feedback within 15 days of the observation and feedback is always specific, generally accompanied with a strategy or intervention to improve teacher practices in the classroom that would best support our students. Feedback to teachers is then reviewed before the next round of observations is conducted to ensure that changes have been made to enhance the classroom experience for students.

Shared accountability is supported through both grade and discipline team meetings, which involve teachers and guidance counselors, IB meetings, Skedula, and professional development sessions that address academic planning, school data, assessments, etc.

The Principal will manage the Assistant Principal in the same manner other staff members are managed and hold them accountable to benchmarks set in advance of the upcoming school year.

Part 3 – Annual Goal

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

By June 2016, 50% of teachers will achieve a MOTP rating of "effective" in Danielson Domain 4e "Growing and Developing Professionally", as a result of an expanded distributed leadership initiative.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Specific research based strategies that include but are not limited to: Data meeting protocols, systemic scheduling to maximize communication and next steps. Professional development cycles will be held that focus on how to use data in instruction, particularly on generating data and then teaching/reteaching based on the data, technology and collecting data through assessments.</p>	<p>All Staff</p>	<p>2015-2016 School Year</p>	<p>Administration, Staff, DSR, CSD</p>
<p>Analyze and develop assessments with specific focus on Rigor and Assessment Alignment. The IBDP assessments are frameworks for assessment, and IB rubrics are the assessment standards in all classes. Assessments will be aligned to IBDP and the Common Core.</p>	<p>All Staff</p>	<p>2015-2016 School Year</p>	<p>Administration, Staff, DSR, CSD</p>
<p>Process to monitor and measure growth goals in alignment with the the Framework for Great Schools and School Specific goals as per RSCEP.</p>	<p>All Staff</p>	<p>2015-2016 School Year</p>	<p>Administration, Staff, DSR, CSD</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Department and Grade Team Leaders, Administrators</p> <ul style="list-style-type: none"> · Peer Collaborative Teachers, Teacher Coaches · Teachers · Guidance Counselors · Funding associated with physical plant improvements, branding, and related items to foster a supportive and welcoming environment
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- Funding for Expanded Learning Time
- Funding International Diploma Program Annual Fee and Student Assessments
- International Baccalaureate Training
- Additional counseling services, professionals, and programs

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

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

Part 6 – Progress Monitoring

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

By February 2016, there will be a there will be a 5% increase in teachers receiving an MOTP rating of “effective.”

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Prior to the 2014-2015 school year, we had limited access to additional support in the form of counselors for social and emotional developmental health. With the addition of the Community School Program as well as Morris Heights School Based Health Center, we will be able to provide additional services in the areas of social, emotional developmental and physical health.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment? How does the school provide support to families so that they understand and can take an active role in what their child is learning? How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught? How do families partner with the school and CBO to support student success? Will there be dedicated space for families? What adult education offerings can your school community provide to families?

6. How would families be able to access and understand student data and progress?

Part 3 – Annual Goal

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

By June 2016, our parent participation rate will increase to 30% on the Learning Environment Survey as a result of parent support programs being offered in collaboration with our CBO.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
Set up a program of volunteer students and staff to provide Childcare during parent engagement events	Families	2014-2015 school year	CSP, CBO, Administration
Recruit participants to attend classes (ESL, GED) to families through incentives and flexible scheduling	Families		CSP, CBO, Administration
Provide a workshop in Fall 2015 and Spring 2016 using Pupilpath/Skedula and ManageBac where teachers discuss relevant topics and provide materials with families and provide translations services	Families	October 2014, January 2015	Teachers, Counselors, CSP

Part 5 – Budget and Resource Alignment

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

- Department and Grade Team Leaders, Administrators
- Dean of School Culture, Teacher Coaches
 - Teachers
 - Guidance Counselors
 - Funding for Expanded Learning Time
 - Additional counseling services, professionals, and programs

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

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

Part 6 – Progress Monitoring

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

By February 2016. at least 20% of parents will be regularly attending parent meetings, as measured by surveys and attendance monitoring at meetings.

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
As a result of the ELT program for the 2015-16 school year, the Performance index on the state ELA Exam will be 54 by the end of the 2015-2016 school year.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
A comprehensive data analysis will be conducted to assess the highest need, teacher availability, and individual family circumstances. In collaboration with our CSP and CBO, we will conduct targeted outreach and continuous follow-up to ensure service of at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?

Our ELT program is compulsory; students will be assigned to the various programs based on their social, emotional, academic needs. For example, students will be offered a range of enrichment opportunities that are aligned to the school's instructional focus. Students who are at risk for retention and academic failure will receive intervention that is aligned to their needs. Our strongest focus will be on developing literacy across the content areas, particularly in the middle school, where low math and ELA scores are largely attributed to lack of literacy. Our school day will be from 8:00 - 2:20 p.m., and our renewal hour will be from 2:20 - 3:20, allowing students to receive high-interest courses that are aligned to CCLS, while preparing them for state exams.

In terms of communicating with parents, letters will be sent to all homes in parents' native language informing them of the benefits of the program and asking parents to support the initiative by guaranteeing their child(ren)'s attendance and active participation. Additionally, frequent telephone calls and emails will be made to parents/guardian reminding them of these classes. When students are absent, teachers, and staff from both the CBO and BECA will call parents to inform them of their child's non-participation. Guidance counselors will conduct frequent student conferences to discuss their credit accumulation and academic progress and to identify next steps to meet the graduation requirements. We will include the PTA, BECA Staff, CBO and students to assist and ensure this program is a success.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

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

Summer 2015: Planning and preparation, including programming and professional development, between Principal, CBO, lead teachers, and DSR. The Assistant Principal and Principal will oversee the ELT program, and will include school based staff teachers who will work the extended day in order to provide services to our students. Additionally, our partnerships with Fordham University and City Year will augment our ELT by providing enrichment activities and implementing programs.

We will evaluate the program periodically using attendance data and assessment data, with our first assessment taking place by the end of the Fall 2015 semester.

Part 4b. Timeline for implementation and completion, including start and end dates.

Summer 2015: Planning and preparation, including programming and professional development, between Principal, CBO, lead teachers, and DSR. Fall 2015: continue professional development for ELT, assign teachers and courses/activities. Notify students and parents. Collect data; attendance, assessments, etc. Early Spring 2016: assess success of program to date, make adjustments as needed.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Community School Partner

Community School Director

Expanded Learning Time Coordinator

Department and Grade Team Leaders, Administrators

- Dean of School Culture, Teacher Coaches
- Teachers
- Guidance Counselors
- Funding for Expanded Learning Time
- International Baccalaureate Training
- Additional counseling services, professionals, and programs

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

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

By February 2016, 50% of students in grades 6-8 will have earned a 65% or higher on a mock ELA or math state exam.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

Beginning in September 2015, the Community School Program will provide supports in core content areas such as ELA and math for the Bronx Early College Academy for Teaching & Learning (BECA) to middle school students who are not meeting or approaching performance targets. To ensure that the needs of students in grades 6-8 are met, collaboration in every phase of instruction and assessment will be emphasized. This collaboration will support the alignment of curriculum and instruction to Common Core Learning Standards (CCLS) in the content areas. Through collaboration with the administration, teacher teams, parent coordinator, other school-level staff, social emotional service providers, CBO linkages, and CBO subcontractors, students will have ample opportunities to experience new learning strategies, engage in enrichment activities, and experience social emotional development. By the end of the school year, the school will demonstrate progress in meeting the benchmarks moving a greater percentage of students into levels 3 and 4 on standardized tests in ELA and math. SMART GOAL: By June 2016, Percentage of students in MS will move into levels 3 and 4 on standardized tests in ELA and math.

Part 2 – Community School Program Description

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

The proposed CSP will operate from the Bronx Early College Academy for Teaching & Learning (BECA) School located at 250 East 164 Street, Bronx, NY 10456. BECA operates under the administrative auspices of Community District (CSD) 9. The school's Principal is Yvette E. Rivera. The middle school has an enrollment of 231 students. The 2013-14 Quality Review report stated that the school's ethnic population comprises (including the high school) of 64% Hispanic, 32% Black, 3% Asian, and 1% White. According to data reported, the school has 15% English Language Learners, 18% students with IEPs of whom 8% spend less than 20% of the time with non-disabled peers (NYCDOE School Quality Guide, 2013-14). The number of students who are free lunch eligible is 86% (NYSED Data Site, 2013-14). In a concerted effort to move the school forward, BECA's commitment rests on the fact that school's student attendance rate is 91% and the staff attendance is 97% (Middle School Quality Snapshot, 2013-14, and Elementary/Middle School Dashboard, 2014-15).

Based upon the Center for Educational Partnerships at Fordham University's Graduate School of Education, we have a nine year history of building capacity in schools by providing embedded, on-site support to over 100 public schools in New York City. The University is imminently qualified and well-positioned to serve as a lead organization on the proposed Community Schools Program. The Graduate School of Education has cultivated an excellent working relationship with the school. Over the past year, BECA's school leadership decided to begin working with Fordham's Center for Educational Partnerships in a sustained effort to improve student learning outcomes for their grade 6-8 students. Consistent with Fordham's increased emphasis on the direct delivery of student support services, a joint decision was made to provide remedial tutoring to BECA's middle school students who were either not currently meeting the CCLS in ELA and math, as well as at-risk adolescents in danger of academic failure. As result of this collaboration, Fordham is well-acquainted with the BECA school community. Consequently, the school administration, School Leadership Team (SLT) and Fordham University Partners will begin to forge a strong collaborative relationship to deconstruct the school data with a focus on strategic planning linked to student achievement, teacher performance, expanded learning time, parental engagement/support, and mental health initiatives. This work will serve as a laser focus to expedite the front-end, three-and-a-half month planning period and will be of great benefit over the duration of the entire CSP contract.

The CSP at BECA will provide additional time to the school day by modifying the students' lunch periods, after-school/Saturday programs and have them participate in one or more of the activities/initiatives offered by our linkages and subcontractors which include:

- Mentoring in Medicine (MIM): prepares students and underrepresented minorities to pursue health care related careers; as well as STEM/Regents Sequence and coursework enrichment through a Lunch and Learn, series provided by medical students from the Albert Einstein School of Medicine;

- New York Botanical Garden: offers a variety of comprehensive educational programs for teachers, students and families through horticulture, and a wide range of research programs affiliated with the International Plant Science Center;

- Tutoring Program supports for struggling students in ELA/Math: provides instructional supports that are aligned to the school curricula/STEM and is provided by Fordham undergraduate pre-med students;

- Footprintz Basketball: offers an intense program that combines sport specific skill development with basketball related strength and conditioning techniques;

- Dance Brazil: offers a unique fusion of Afro-Brazilian artistic movement, contemporary dance and Capoeira (the traditional dance/martial arts form that originated in Africa and evolved in colonial Brazil as a means of fighting enslavement).

In addition to the aforementioned initiatives, the Fordham partners have secured linkages tailored to provide students and their families with immediate support and intervention in the following areas: housing, adult education, job readiness, individual and family counseling, health referrals, domestic violence intervention, immigration services, family justice, food pantries, clothing and shelter services, and college and career readiness. The Parent Coordinator will be instrumental in expanding the current parent outreach system. These programs will be implemented and supervised by the Community School Director, Extended Day Coordinator, Educational Specialist, and Mental Health Service Provider. This team will work in collaboration with the Principal and the school's leadership and professional development teams to target the delivery of professional development to the individual needs of the staff at large.

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

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

The Principal and School Leadership Team of Bronx Early College Academy (BECA) selected Fordham University's Graduate School of Education (GSE) as the lead organization in the proposed Community Schools Program (CSP). The Center for Educational Partnerships (part of Fordham's GSE) will manage the CSP's day-to-day operation. The Director selected will possess the expertise in the administration and supervision of instructional programs at the secondary level. The role of the Director includes executing the implementation of the needs and asset assessment, and other

critically important coordinating activities. In addition the CSP Director and school team members will work closely with the school leadership, faculty, support personnel, and parent coordinator to strategically plan, deliver and assess the initiatives, support/referral services and its impact on school culture, teacher effectiveness, and student achievement.

In an effort to improve student outcomes and engineer successful teaching and learning conditions during the school day and extended learning time, both partners will work collaboratively at implementing a clear system for progress monitoring by: (1) studying baseline data on all students' progress and identifying which students require Tier 1, 2 and/or 3 interventions (2) determining the precise targets, level, skills and strategies that student require to develop mastery. Fordham University will work closely with the DOE, DOHMH, school administrators, faculty and other service providers on and off the campus in the joint delivery of all the mental health components, i.e., individually targeted, selective and universal interventions. In addition to addressing the school community's mental health and social emotional needs, the CSP will also provide a social and emotional development learning (SEDL) component aligned with State Education Department guidelines. This component will include parents and caregivers where necessary. These activities will provide adolescents with the various supports they need to develop into well adjusted, purposeful and productive members of society. These supports (delivered directly or by referral) will include: individual, family and group counseling; clinical social work interventions. In addition stress management and life skills workshops will be provided. Fordham University is confident that these activities will help to resolve some of the personal, familial and domestic issues which have contributed to the achievement gap among students.

This component will be supported by a part time bilingual psychologist, social work interns and mental health professionals retained by Fordham, in addition to a broad consortium of community partners. These groups will include St. Barnabas, Puerto Rican Family Institute (PRFI) and St. Rita's Immigration Services. The CSP will also offer services to support the physical health of BECA's middle school students and their families. To that end, Fordham has already forged linkages with the Bronx Health Link (TBHL), a coalition of local health care providers. Once each semester, the CSP will sponsor a Health and Wellness Fair at the school. Families without medical insurance will be informed about free and/or low-cost medical coverage, e.g., Medicaid in addition to New York State's Child and Family Health Plus programs. In order to expand the mental health component, Fordham has secured a grant called the

Fordham C.A.R.E.S. Program. This grant was awarded to the Division of Educational and Psychological Services. Through the grant, doctoral students deliver clinical mental health interventions to children and adolescents exposed to complex forms of traumatic stress. The University currently sponsors an In-School, Traumatic Stress Intervention Project which will be used to support BECA students. This grant will focus on students, parents, caregivers and other community adults. The "Fordham C.A.R.E.S.," grant will provide mental health services focusing on trauma to groups of students throughout the school year.

As a Partnership School, we are cognizant that family engagement is a key element of student success and parents are the first teachers of their children. We understand the critical role parents play in their children's education. The intent of our family engagement program is to establish and sustain strong home-school-community partnerships because we are convinced that it serves to reduce the gap that exists between the home and the school, thereby, fostering a climate of partnership. Careful attention will be given to ensure there is a concerted focus on building family engagement to encourage students to reach their maximum learning potential. Program activities will aim to teach and empower families on how to navigate the school system, be effective advocates, share their insights and ideas with the school and plan their very own learning journeys. In addition, parents will be encouraged to attend school wide activities, parent-teacher conferences, monthly forums, continuing education programs, family counseling and become part of the school decision-making. Fordham will work closely with the parent coordinator to build on the existing programs offered. Some of the newer activities will include the following: ESL and GED classes, job readiness, workshops on instruction, common core standards and strategies that can be used at home. In addition, a collection of resources and materials that parents and students can borrow to complete school assignments and projects will be made available.

Part 3 – Community School Program Implementation and Oversight

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

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

Fordham's Center for Educational Partnerships will work closely with the DOE and all other key stakeholders in the joint collection, compilation and analysis of CSP related data. This activity shall be jointly managed by the Community School Director and the Center's Data Analysis Program Associate. The collection of program related data will begin with the CSP Implementation and Planning Phase. During that period, the CSP will carefully document the creation of the Community School Team (CST). The anecdotal information compiled during this Phase could be used (upon request from the DOE) to create a "Primer" which could benefit future CSP lead organizations. Minutes from each CST meeting shall be placed in a Binder for subsequent review. At the end of each contract period, these minutes will be analyzed to determine the impact this group has had on the program's day-to-day operations. Based upon these analyses, Fordham University will consider strategies for improving the CST's efficacy.

As mentioned, parents and guardians play an important role in the success of the partnership in the CSP. To that end, adult utilization of program services and level of involvement in the host school will be closely tracked by CSP staff. Registration forms, attendance sheets and feedback will be maintained for each activity, e.g., parent workshops/conferences, adult education programs, trips and other volunteer activity, etc., for which parents and guardians choose to enroll. Fordham University will look very closely at the periodic customer satisfaction surveys administered by the program. The input yielded by these documents will be used to drive the CSP's quality assurance and continuous program improvement activities. Anecdotal feedback provided by BECA's Parent Association and Parent Coordinator will also figure prominently in the project evaluation process. Student participation in all expanded learning and enrichment activities will be reviewed on a bi-weekly basis to track utilization of these services. The CSP's Expanded Learning Coordinator and Education Specialist will take an active role in this portion of the project review process. These staff will meet with the teachers on a weekly basis to determine if student performance has improved for youth who participate in ELT activities. The progress reports, report card grades and standardized assessment scores of these students will also be reviewed regularly by project staff.

With respect to the CSP's mental health services, aggregate metrics for program utilization, e.g., number of new intakes, individual and group counseling sessions, client referrals, etc., will be compiled for evaluation purposes. Releasing and analyzing this data in aggregate form will protect client privacy around the mental health services they have received. The effectiveness of this component will also be measured by the number of OORS incidents reported by the school over the course of each academic year.

The supportive resources that Fordham University brings into the school will be carefully analyzed. For example, quantitative data will be maintained on: 1) total hours of asset building activities conducted by the CSP; 2) workshops and other trainings offered; 3) asset building hours performed by the CSP; 4) new partners brought into the CSP consortium; and, 5) material donations and volunteer hours secured by the program. The total dollar amount of matching grants and contracts secured to support the CSP will also be documented. It is important to note that Fordham plans to utilize data collection strategies that have proven successful on CSPs across the nation. These approaches are: 1) the Community School Evaluation Toolkit created by the Coalition for Community Schools and, 2) the "Effective Data Collection and Sharing" guidelines articulated in "Scaling the Community Schools Strategy in New York City." Fordham is providing the following key personnel: full-time Director—on site; part-time Mental Health service provider; part-time Education Specialist and part-time Extended Day Coordinator, all of whom are school based. The Director reports to Dr. Anita Vazquez Batisti, Fordham Graduate School of Education, Associate Dean and Director of the Center for Educational Partnerships.

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

The Community School Director (CSD) will manage the program's day-to-day operation. This full-time employee will be permanently stationed at BECA and will have an office in the building. One of the main roles of the CSD will be to serve as a liaison between all key stakeholders in the school community (e.g., students, parents, teachers, principal and external partners), Fordham University and the Department of Education. In their managerial capacity, this employee will assemble and preside over the Community Schools Team (CST) sub-committee of the BECA School Leadership Team (SLT). Fordham University expects that the CSD will also be a sitting member of the building's SLT as well and attend all meetings held by that group. Dual membership in those two bodies is essential since it will provide the CSD with a complete, up-to-the-moment understanding of BECA's needs and current status. The CSD will be expected to have regular (as in daily) dialogue with all constituents in the building. To ensure that the needs of all families are met, the CSD will work closely with BECA's Parent Coordinator and Parent Association.

Fordham University firmly believes that the process of asset building (i.e., a methodology for sustainable development of communities based on their strengths and potential) plays a crucial role in reforming multi-problem schools. In the operation of current school-based programs such as the Regional Bilingual Education Resource Network (R-BERN), Fordham staff is deployed in the capacity of in-house resource specialists responsible for developing the strategies needed to improve teaching and learning in some of NYC's most challenging schools. In a similar fashion, the CSD will be responsible for identifying and leveraging resources (both inside and outside of the target neighborhood) which meet the needs of the entire school community. The full resources of Fordham's GSE will be utilized, in an in-kind fashion, to achieve that objective. For example, in the operation of its UFT Saturday Academy, the Center for Educational Partnerships has gained considerable experience in recruiting, training and supervising highly-qualified tutors capable of working with students in danger of academic failure; this expertise will be shared with the CSD and his/her staff. Over the years, Fordham has been successful in marshaling and coalescing the talents and expertise of various school community constituents (including parents) to meet outstanding needs in schools served. The Center's expertise in that regard, as channeled through the Associate Dean/CEO, will be used to support the CSD.

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

Community School Programs will begin in September 2015 and run through June 2017. The following is an initial timeline which we will continue to develop throughout the summer.

DATE(S)	DESCRIPTION OF TASK OR ACTIVITY	STAFF RESPONSIBLE	END RESULT
05/15/15	Staff from the Center for Educational Partnerships and the Community Schools Program (CSP) review the approved contract, in addition to the planning and assessment timeline. Specific tasks are assigned to CSP staff.	<ul style="list-style-type: none"> ● Associate Dean/CEO ● Community School Director 	All activities leading to program implementation commence.
05/18/15 - 05/19/15	CSP staff meet with the Principal, School Leadership Team (SLT) and other key stakeholders to discuss School Renewal Plan. INITIAL MEETING WITH THE SCHOOL RENEWAL TEAM.	<ul style="list-style-type: none"> ● Associate Dean/CEO ● Community School Director 	Second intensive CSP planning phase begins.
05/19/15 - 05/27/15	Recruitment of the Community Schools Team (CST). The CST's membership is finalized. Orientation and training for CST members commences.	<ul style="list-style-type: none"> ● Associate Dean/CEO ● Community School Director 	DOE-mandated stakeholder team is identified and assembled.
05/19/15 - 08/31/15	Needs assessment and asset building activities commence. CSP staff hold a pair of strategic planning events with Teachers, Parent Coordinator, Parent Association,	<ul style="list-style-type: none"> ● Community School Director 	A survey of school and neighborhood assets is conducted. The assets are

	Community Planning Board members and other neighborhood constituents.	<ul style="list-style-type: none"> ● Expanded Learning Coordinator ● Education Specialist 	then catalogued for future use.
05/20/15 - 05/29/15	Engagement of the program's sub-contractors and linked organizations begin. These partners are oriented to the CSP. The process of completely integrating these groups into the host school begins.	<ul style="list-style-type: none"> ● Community School Director ● Expanded Learning Coordinator ● Education Specialist 	The program ensures that all planned services are seamlessly embedded into the host school.
06/01/15 - 06/10/15	Media outreach and public engagement activities begin. A formal press release announcing the program is sent out.	<ul style="list-style-type: none"> ● Associate Dean/CEO ● Community School Director 	The program's promotional activities begin.
06/01/15 - 06/10/15	Select Director Review budget and finalize	<ul style="list-style-type: none"> ● Fordham - GSE 	Program staff and budget will be in place.
06/11/15 - 07/19/15	The mental health needs of the host school and surrounding community are assessed. Preliminary service plans are prepared. These needs are re-assessed and service plans are refined over the duration of this contract.	<ul style="list-style-type: none"> ● Fordham-GSE ● DOE ● DOHMH 	Service infrastructure is developed for the CSP's mental health interventions.
	Systems for internal and external online communication are put into place. These include a Fordham University Community Schools Program website, and a listserv for internal e-mail correspondence in addition to tele-conferencing technology.	<ul style="list-style-type: none"> ● Community School Director ● IT Consultants (TBA) 	Online systems are created to ensure that stakeholders are able to communicate with each other and the general public.
	Systems for internal and external online communication are put into place. These include a Fordham University Community Schools Program website, and a listserv for internal e-mail correspondence in addition to tele-conferencing technology.	<ul style="list-style-type: none"> ● Community School Director ● IT Consultants (TBA) 	Online systems are created to ensure that stakeholders are able to communicate with each other and the general public.
6/19/15	Renewal School CEP due	<ul style="list-style-type: none"> ● Fordham GSE 	Completion of first draft of

		<ul style="list-style-type: none"> ● Community School Director ● School Administration and Team 	RSCEP
07/07/15 - 08/03/15	Formal training for all CSP sub-contractors and linked organizations.	<ul style="list-style-type: none"> ● Community School Director ● Expanded Learning Coordinator ● Education Specialist 	Key stakeholders are prepared to deliver services which “wrap around” the entire school community.
08/03/15 - 08/31/15	Recruitment and training of the program’s Community Advisory Board.	<ul style="list-style-type: none"> ● Community School Director 	Key oversight and policy-making groups are assembled.
08/03/15 - 08/31/15	Strategic planning meetings to ensure alignment between the CSP the Bronx Early College Academy for Teaching & Learning (BECA) curriculum and comprehensive education plan (CEP). Meetings between Fordham University (GSE) and the Principal to discuss this school’s professional development needs as they relate to teachers and other educational practitioners in the building.	<ul style="list-style-type: none"> ● Associate Dean/CEO ● Community School Director ● Education Specialist ● School Leadership Team 	The CSP offers extended learning time and other academic supports that augment the host school’s curricula.
08/03/15 - 08/31/15	Strategic planning for the CSP Inaugural Town Hall takes place.	<ul style="list-style-type: none"> ● Associate Dean/CEO ● Community School Director 	Preparation for October 1, 2015 event.
08/03/15 - 08/31/15	Resource development activities designed to generate additional monetary and non-monetary resources for the CSP. Continues over the lifetime of this contract.	<ul style="list-style-type: none"> ● Associate Dean/CEO ● Community School Director 	Annual fund-raising and resource development goals will be met.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Regents, NYSESLAT, Scholarship Report, Middle School Exams, Formative class assessment data, Parent Feedback	Achieve 3000, NYS Ready, Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Some Saturdays, during lunch
Mathematics	Regents, Scholarship Report, Middle School Exams, Formative class assessment data, Parent Feedback	Math XL, NYS Ready, Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Some Saturdays, during lunch
Science	Regents, Scholarship Report, Middle School Exams, Formative class assessment data, Parent Feedback	Regents and State preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Some Saturdays, during lunch
Social Studies	Regents, Scholarship Report, Formative class assessment data, Parent Feedback	Regents preparation, Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Some Saturdays, during lunch
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Recommendation, Scholarship Report, Attendance Data, Crisis Intervention, Parent Request etc.	Pull-out, classroom workshops, individualized counseling, crisis counseling, family counseling, referrals, LGBT support	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day and afterschool, Some Saturdays, during lunch

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Title 1 funds will be used to support teacher development by attendance to offsite PD as well as the hiring of professional consultants to provide coaching, PD, and related activities towards the development of teachers. Additionally, efforts will be made to ensure that additional teachers become highly qualified by subsidizing graduate study and all certification costs related to licensure for those teachers who elect to pursue licensure in areas of need. We actively recruit teachers based on needs, program changes, and the attrition of staff. In partnership with multiple teacher pipeline organizations and the DOE, we select candidates based on qualifications and staff who are the best fit for our population and who believe in our mission. Once teachers are hired, they receive ongoing mentoring and coaching support. Professional development is based on teacher needs and school goals. Ongoing professional development both off-site and in house and is aligned to the mission our school. Assignments of teachers are based on student need and teacher license area.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>IB Teacher and Administrator Professional Development</p> <ul style="list-style-type: none"> · Offsite Teacher Workshops on Common Core Unit and Lesson Development · Support Staff and Paraprofessional Professional Development · NYC Teaching Collaborative Teacher Leadership and Coaching Professional Development <p>American Museum of Natural History Coaching Professional Development</p> <p>Annual Staff Retreat</p> <p>Instructional Coaching</p> <p>Educational Consultants</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers receive professional development around the use of curriculum, instruction, and assessment

- Our school has a comprehensive assessment plan
- Teachers receive feedback on classroom level assessments
- Teachers and administrators analyze state assessments to understand strengths and instructional gaps that students may have to help target instruction

Teachers also review student assessments and student work products during team meetings to improve instruction

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document 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	541,741.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	104,444		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,147,122.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bronx Early College Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Bronx Early College 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 through parent programs such as GED, workshops, ELL support;
- 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, for example, financial aid and college workshops, parent nights, International Baccalaureate Candidates parent meetings ;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through, in part, teacher outreach and contact, progress reports, ;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Bronx Early College Academy</u>	DBN: <u>09X324</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>69</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Program #1 is to have an afterschool program for targeted ELLs as a supplement to reinforce instruction delivered during the regular school day.

Rationale: In the afterschool program, we will be focusing on Reading and Writing. Judging from their performance on the NYSESLAT, most of our students are Advanced/Proficient in the areas of Listening and Speaking, but Intermediate/Advanced in Reading and Writing.

The data shows that a significant number our ESL students did poorly on the 8th grade NYS ELA test. In addition internal diagnostics administered in ELA and ESL classes also revealed that our ELL's have difficulty with the comprehension of on grade level texts. In addition a review of Regents Pass Rate data have shown that our ELL's struggle to pass the Regents' Exams at the same rate as their peers. Review of item analysis of the Regents Exams showed that their biggest area of need is in the area of information and understanding.

In essence, if our students are not able to understand what they are reading, it is hard for them to perform well and this is reflected not just on the ELA tests, but in their other academic courses as well. Furthermore, we have also noticed that just as their reading comprehension skills are not developing as quickly as is needed, their writing skills are also lagging behind grade level. Therefore, the goal is to have a special class that will focus primarily in on strengthening their skills in these two areas.

Subgroups and grade levels of student to be served: Primarily this program targets the high school students, due to the urgency of regents preparation. The plan is to work intensely with a small group to strengthen their skills in there areas of weakness.

The program will serve 68 students who have been identified as needy in these specific areas. So the class will consist of a heterogeneous mix of students, 7 at the Beginner level, 17 at the Intermediate level and 44 functioning at the Advanced level of proficiency.

Breakdown:

Middle School Group A - 7 Students, ESL Beginner

Middle School Group B - 13 Students, ESL Intermediate

Middle School Group C - 15 Students, ESL Advance

Middle School Group D - 16 Students, ESL Advance

High School Group A – 4 Students ESL Intermediate

High School Group B – 13 Students ESL Advanced

Schedules and duration: The program will take place on Mondays and Thursdays from 3:30 – 5:00 pm. Starting on November 10, 2014, the program will end on Thursday, June 5, 2015, for a total of 44 sessions.

Language of instruction: The Language of instruction will be English. The program will employ current ESL strategies and scaffolding to make text comprehensible for all students.

and types of certified teachers: The program will be facilitated and instruction delivered by one certified ESL teacher as well as a certified ELA instructor.

Types of materials: To strengthen the students' skills in their areas of focus, the program will use International Baccalaureate Language B: English curriculum to review reading and writing strategies. We will also review past NYS ELA and Regents tests both to build reading stamina and to prepare them for the kinds of questions that they need to work on in order to excel. These materials will also incorporate resources to help improve their essay-writing skills.

Part C: Professional Development

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

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

Begin description here: _____

Rationale: At BECA, we are committed to providing quality training for all staff members that will have a direct impact on student performance. Most of our students are current ELLs, former ELLs, or students for whom English is a second language, so essentially all members of staff are responsible for the delivery of instruction and support to ELLs.

Teachers to receive training: Since all our staff members instruct and provide essential services to our ELLs, we provide multiple opportunities for the professional development for all our staff. Some of the staff workshops will be incorporated in our Wednesday PD sessions. Title III program plans for our staff include institutional as well peer support. To start with, we offer multiple PDs through our network.

Weekly grade meetings: Tuesdays: At these meetings, the ESL Department collaborates with teachers and assists them with modifying their lessons to take into account ELLs in their classes. We also have discussions about specific students who might be struggling and collaborate on ways to help them. In some cases, we collaboratively design alternative tasks that accommodate students' needs.

Beyond these meetings, we also have several workshops planned to targets area of teacher need.

1. We plan to have an initial workshop where the focus will be: Who are ELLs and what does that mean in terms of instruction? At this workshop we will address identification and programming information. We will also discuss the BICS and the CALP and why it is that some of their students seem to be fluent in English but do badly on tests. At this workshop we will also be discussing state mandates and how students can test out of the program.

Rationale for workshop: We have decided to deliver this workshop because many of our teachers are brand new to the DOE and are struggling with these questions.

2. Our second workshop will focus on: ESL strategies in the classroom to enhance student engagement and academic performance. At this workshop we will collaboratively draw up a lesson plan for different disciplines. We will discuss ESL strategies and present a demo lesson on what this looks like in practice. Strategies include using visuals, sound, technology, teaching vocabulary, building background knowledge, and other ESL methods of scaffolding.

Rationale for workshop: As a school with many brand new teachers, most of whom are also new to the DOE, a number of our teachers are struggling to design successful lessons that meet the needs of our ELL population. The goal of this workshop is to provide them with practical tips and strategies to succeed.

3: The third workshop will focus on: Preparing for NYS tests and quick tips to show ESL students how to answer questions/ how to locate key information as they read. We will be reviewing the NYSESLAT exam as well as examining the language of the state tests to see what terms throw off students when they attempt to answer questions.

Rationale for workshop: A number of our ELLs are facing the Regents this year and they are ill-prepared to handle the comprehensive exams. Some of them have had several unsuccessful attempts and are beginning to feel frustrated. Targeted teaching and useful ESL strategies will help teachers prepare them better.

Name of Provider: These three workshops will be delivered by the ESL department. The ESL department itself plans to attend UFT, Bronx BETAC and DOE workshops on best practices for ELLs, teaching ELLs to write essays and incorporating the Common core into the curriculum. THE ESL dept will turn-key information to staff at PDs and staff meetings.

At BECA, in the spirit of the UDL, we are always reviewing our practices and providing information in the

Part C: Professional Development

form of articles and/or reports that make available examples, different kinds of instructional activities and guidelines for helping ELLs succeed. Additionally, all language and ELA teachers will be attending an IB Programs which will enhance their knowledge of language acquisition and literacy strategies

Part D: Parental Engagement Activities

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

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

Begin description here: _

Parents have multiple opportunities for involvement at BECA. They have opportunities to be involved through volunteer work, for example: Learning Leaders help with office work, bulletin boards, making phone calls for our upcoming events as well as open house (parents of ELLs help make those phone calls that are in Spanish), lunch duty and hallway monitoring. Parents of ELLs have the opportunity to be trained as a Learning Leader volunteer by participating in a 6 hour training. These trainings, as well as all of the workshops offered at the school, are translated in Spanish. Parents also have the opportunity to assist with family events sponsored by our Parent Association. Parents of ELLs help us in translation (for ex: Computers For Youth Kick Off Day). All parents are kept informed weekly of the happenings at BECA through a weekly newsletter sent out by the principal and parent coordinator. Parent Teacher Conference, Curriculum Night, Open House, workshops at BECA, are used as a way to introduce all parents, including parents of ELLs to the typical schedule their children follow on a day to day basis. Parents are provided with translational and interpretation services verbally and in written correspondence. Opportunities for ELL parents to talk with each other, as well as with the ESL teacher, continue their understanding of our program at BECA, and ask any questions they may have are continuously available. An additional resource for parents is access to Pupil Path through the Skedula program. This program is an online grade book for teachers, as well as allow parents to keep track of their child's grades and behavior. Parents are informed of any activities through school messenger and memos that are either mailed or backpack. Our ESL Teacher works closely with all school staff including the parent coordinator to ensure that our ELL students are represented in all school activities.

Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 324
School Name Bronx Early College 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 Yvette E. Rivera	Assistant Principal Peter Caldeira
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Avrien Anderson	School Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Myrna Felix
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) Nicole Quezada, Special Ed

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 <u>not</u> 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 <u>not</u> 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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	501	Total number of ELLs	69	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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							0	0	0	0	0	0	0	0
Dual Language							0	0	0	0	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	69	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	16
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	34	Long-Term (ELLs receiving service 7 or more years)	17

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	18	0	4	34	0	5	17	0	7	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	0	0	0	0	0	0	0
SELECT ONE							0	0	0	0	0	0	0	0
SELECT ONE							0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>

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							10	25	10	4	7	5	3	0
Chinese							0	0	0	0	0	0	0	0
Russian	0	0					0	0	0	0	0	0	0	0
Bengali							0	2	0	0	0	0	0	0
Urdu							0	0	0	0	0	0	0	0
Arabic							0	0	0	0	0	0	0	0
Haitian							0	0	0	0	0	0	0	0
French							0	0	0	0	0	0	0	0
Korean							0	0	0	0	0	0	0	0
Punjabi							0	0	0	0	0	0	0	0
Polish	0						0	0	0	0	0	0	0	0
Albanian							1	0	1	0	0	0	0	0
Other							0	1	0	0	0	0	0	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)							5	0	2	3	0	0	0	0
Emerging (Low Intermediate)							3	0	0	0	0	0	0	0
Transitioning (High Intermediate)							4	1	4	2	1	1	0	0
Expanding (Advanced)							16	10	3	5	6	1	1	0
Commanding (Proficient)	0						0	0	0	0	0	0	0	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

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											1	1	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	1	0	0	0
7	24	3	0	0	0
8	11	0	0	0	0
NYSAA	0	0	0	0	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	9		2		1		0		0
7	24		3		0		0		0
8	10		1		0		0		0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5		4	
Integrated Algebra/CC Algebra	15		6	
Geometry/CC Algebra	3		1	
Algebra 2/Trigonometry	0		0	
Math <u>Common Cor</u>	5		0	
Chemistry	3		1	
Earth Science	7		1	
Living Environment	13		5	
Physics	0		0	

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	8		4	
Geography				
US History and Government	4		3	
LOTE	5		4	
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.
 Students are routinely assessed on Common Core proficiency through quarterly mock exams that mirror Common Core State Exam questions and testing conditions.
 The data indicates that the majority of ELLs are inproficient in Common Core standards and lagging behind their peers. Teachers are to use this data to explicitly teach the standards to the ELLs while assessing them on a weekly basis.
 QRI-5 (Quality Reading Inventory)
 - Students are administered the QRI-5 in order to see where they are strong or need additional support in reading fluency and comprehension. We also use the score to predict how they will perform on the NYSESLAT at the end of the year.
 - administer an ELL QRI-5 in October, January, and again in March to see where our students are in English.
 - Teachers will also be provided with rigorous professional training in an effort to help ELL students develop in all the modalities (listening, speaking, reading, and writing)
 Teachers will be notified of the results of the students' literacy skills assessment so that they can use it to appropriately plan their instruction and select appropriate ENL strategies. ENL teacher will have that list and both ENL and Bilingual Ed teachers will reassess their literacy skills using the QRI-5/DIBELS and determine if there is an improvement and what new techniques should be employed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After Reviewing and Analyzing the Data across proficiency levels on the LAB-R and NYSESLAT, there are 42 students "Expanding" which means that a majority of students have a firm grasp on English. Additionally, all middle school students scored a 1 or 2 in the ELA exam and a majority are failing the Math exam. We do not have any entering ELLs therefore we do not have any data on the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAO tool 1 is currently not accessible, but according to AMAO tool 2, our school is not meeting targets on proficiency on the NYSESLAT. We have a difference of -7.42%.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. ENL students perform well in English class providing that they have good attendance and receive help that is provided by the school.
The data from the English regents is proof that ENL students perform well.
- b. The school leadership team and teachers are using results to drive instruction. Students are administered the periodic assessment three times. Teachers differentiate instruction and use appropriate materials to help them improve. In addition, teachers will also be provided with rigorous professional training in an effort to help ELL students develop in all the modalities (listening, speaking, reading, and writing).
- c. Periodic Assessment is very important and useful because it helps the school as a whole. Teachers are developed through professional development and student data is used as tool of improvement. Periodic Assessment in the content areas is available in Spanish and English. However, the ELL periodic assessment is English only.
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](#).]
Not Applicable/ Bronx Early College Academy is a 6-12 school so we do not teach grades k-5.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Child's second language development is supported in many ways:
- We support native language of students by providing them with multi-lingual books, dictionaries, Google translation, and teachers are also given PD in differentiating instruction for ELLs.
 - Teachers provide native language support to ELLs in many ways:
 - Students can read independently in their native languages.
 - Students receive Spanish instruction from a certified Spanish teacher who is able to challenge students by making them read various Spanish literature books.
 - Students have Spanish and French available as foreign languages.
 - Students may take content area Regents in their native language. For the middle school, students may take content area State exams in their native language.
- Native Language Support in Freestanding ENL Program
- Although BECA does not offer a transitional bilingual education or dual language program, we support students' native language by providing them with a variety of resources such as books, after school activities, and Spanish and French classes which students can use to better develop their native language skills.
- All ELLs in the middle school will also have collaborative teaching support by the ENL teacher in at least 1 core subject per day. Using the Targets of Measurements/Bilingual Progressions, we group the ENL pull-out/push-in sessions by proficiency levels so that the Entering and Emergent students are grouped together and the Transitioning and Expanding students are in another group. We incorporate the students' cultural norms in the classroom through use of literature that culturally relevant. We run PDs on linguistic awareness.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
AMAO targets include NYSESLAT proficiency. Our goal is to have ELLs reach at least one proficiency above their previous performance by the end of the year.

Part IV: ELL Identification Process

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

- 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.

1. Initial identification process

Home Language Identification Survey (HLIS) is given to all newly admit students to the NYC DOE public schools and their parents during admission and registration process.

If the HLIS states that the language spoken at home is not English, the child is flagged to be tested. The AP (ESL certified) conducts an interview in English to determine if the child speaks English fluently. If it is determined that the child is fluent in English, the interview is stopped and the home language is changed to NO in ATS right away so that the child does not have to take the LAB-R. If a student is not fluent the LAB-R is administered.

For students who have been in a NYC DOE school previously, the ENL Assistant Principal who is ESL certified and the ESL teacher review their historical information in ATS to determine if the student was previously an ELL and if so at what level based on the LAB-R scores. If it is determined that the student is not an ELL then the student is scheduled for classes according to his/her needs.

- Once it is determined that a student speaks a language other than English from the home language form, an interview is conducted by a certified ENL pedagogue to make sure that the student is actually an English Language Learner (ELL).
- After the interview with the ENL pedagogue, the student takes the LAB-R.
- If the student scores below the passing requirement for 9th through 12th grade, depending on the grade, student is entitled to receive language support services such as TBE (Transitional Bilingual Education), Freestanding ENL, or Dual Language Program according to the Commissioner's Regulations and Part 154.
- Once it is determined that student is eligible for services after scoring eligible through the LAB_R, a parent orientation is conducted to discuss the parent choice of either ENL, bilingual education, or dual language. If parents do not show up for parent orientation of the new ENL student, the choice is defaulted to bilingual education. A letter is sent home to the parent for notification and students can be placed at a bilingual school if desired because Bronx Early College Academy can only offer a freestanding ENL program at the moment. However, we provide Spanish support for our Hispanic students which might not be enough for our beginners. If students desire a bilingual program, parents are referred to the enrollment office for bilingual placement. However, if students prefer to stay at BECA in our ENL only program, an entitlement letter is sent home letting parents know of students' eligibility and ENL qualification.
- All parents are invited to come to the school for an orientation and to discuss the language learning program choices (TBE, Dual Language, and Freestanding ENL) that are available for the student. Even if we don't have bilingual or dual language program, we have to make parents aware of all choices according to New York State Commissioner's Regulations.
- At the orientation, the parent is introduced to the ENL teacher, ENL AP, and ENL guidance counselor. After the introduction of the ENL staff, the parent watches a video that is available on the DOE website. After watching the video, the parent becomes more aware of the program choices and can choose the type of language program desired for the student. The parent is informed of all the program choices (Dual language, bilingual education, and freestanding ENL) that the DOE offers. If a parent desires to go to a bilingual school, the parent is informed about the bilingual schools in the community that the child can attend.

In case newly admitted student does not understand English at all.

- When students are not able to take the LAB-R because of not speaking English—the ENL AP marks the bubble unable to answer on the answer sheet. However, if students speak Spanish, the Spanish LAB is administered to determine student's academic ability in Spanish.

The student and parent are informed once placed at any level (beginner, intermediate, and advanced) in our freestanding ENL program.

- In the case where students desire to go to a bilingual school, the score of the Spanish LAB can also be used for bilingual education program setting. If parents choose to register a child in a bilingual program, the Spanish LAB can be used to determine bilingual placement and academic level in Spanish.

The ELL Identification process must be completed within 10 school days of student's initial enrollment as per CR Part 154. Within the 10 days, the student information is also entered in ATS' ELPC function. This function is used to show the date the LAB-R was administered and the program choice of the parent. This ELPC function is available for school personnel so that they are aware of the choice of the parents and can also be used as our accountability measure.

- The ENL teacher is the designated ENL pedagogue who is responsible for conducting the initial interview to ensure that a student is tested properly and is administered the LAB-R or the Spanish LAB.

Responsibility

- The ENL teachers administers the HLIS, LAB-R and conducts initial interviews. Spanish LAB is administered by the bilingual education teacher.
- The Bilingual Education/Special Ed Teacher is able to communicate with parents in their native language Spanish, since most of our parents speak only Spanish.
- Languages spoken by ENL pedagogues are English, Spanish, and German.

- Once students are eligible and identified as ELLs, parents come in for orientation and parents sign documents.
- Documents such as HLIS, entitlement letters, parent choice are kept in the office of the ENL teacher in a designated file cabinet.

Description of the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT):

- Using the RLAT report in ATS the number of students and their ENL levels are determined based on their NYSESLAT scores of the previous year.
- Identified students are considered or identified as ELLs based on the NYSESLAT scores or their LAB- R scores.
- Newly admitted students that do not have a NYSESLAT score are identified on RLER which is an ATS program that advises ENL AP of students that need services and NYSESLAT for spring.
- Based on those two ATS reports is aware of all ELLs and students are programmed according to their levels (entering, emerging, transitioning, expanding, commanding).
- Beginner students are programmed for 50 minutes or more per week in the high school, and 400 minutes or more in the middle school.
- Intermediate students are programmed for 50 minutes per week in the high school, and 400 minutes in the middle school.
- Advanced students are programmed for 50 minutes per week in the high school, and 350 minutes per week in the middle school. These students receive 1 ENL class per day.
- The ENL curriculum taught by the ENL teachers is aligned to the English Language Arts core curriculum with rigorous standards in the students' grade level.

The initial informal interview are always completed within 10 days as per parent choice.

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).

Teachers are notified to pay attention to student work in basic skills such as reading, writing, penmanship, and computational skills for all students. If teachers notice any discrepancies in student work, they must meet with other teachers of that student and determine if a SIFE questionnaire should be administered. If they agree, the school dean and guidance counselor will be notified and the ENL or Bil Ed teacher will facilitate 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 same process described for ELL identification is used for students with IEPs with special emphasis on the HLS, follow-up interview by the ENL teacher, and including a LPT conference (the special education coordinator, the special education teacher for the corresponding grade, the assistant principal, the parent of the child and any related services provider).

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.

Description of the process, outreach plan, and timelines:

- Notifications are sent to parents in English and Spanish given that the majority of our students speak Spanish at home by the Parent Coordinator.
- Parents receive entitlement Letter for newly admitted ELL students based on the LAB-R scores and contacted to have an orientation about our ENL program.

Reaching out to Parents

Based on current data from ATS, most of our parents are Spanish speakers and prefer communication in Spanish. Our school provides translation and interpretation services to all parents in English and Spanish. Some parents do not speak Spanish or English. Therefore, we reach out to them by phone in French, Albanian and Bengali. If there is a language that our staff members do not speak, we call the DOE's Translation and Interpretation Unit for assistance and we arrange for a translator to provide translation services. Some parents may also choose to rely on other adult translators/ companions or friends for assistance. The ESL teacher communicates to the Parent Coordinator who then makes formal requests to the translation and interpretation unit. Documents are filed in the students' accumulative records in the main office.

Continuation of ENL services

- The Continuation of Bilingual Entitlement Services letters are also sent home by mail to parents for students who will remain in our ENL program if they did not score proficient on the NYSESLAT.

- A letter of continuation of entitlement is sent home to every parent in the case where students score proficient on the NYSESLAT.

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).

This information is provided to the parents at the ENL orientation by the ESL teacher. We also send a letter home with all the details of how to appeal once a student is identified as an ELL, the letter is written by the ESL teacher and the Parent Coordinator submits it to T&I unit for translation and then distributes it within the required time frame.

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.

Structures are in place to ensure that all parents understand all three program choices (Transitional Bilingual Education, Dual language, Freestanding ENL) even if we only offer ENL.

Structure in Place/Entitlement Letters/Parent Notification

- Newly enrolled students have home language other than English. Student is interviewed by the ENL Teacher. If student qualifies showing not enough English proficiency, student is administered the LAB-R. Student takes the LAB_R and not proficient in English. Student is entitled to ENL.
- Letters of entitlement are sent home by the Parent Coordinator. Parent is invited for an orientation to discuss the program choice that the DOE offers (bilingual, dual language, and ENL). If parents do not show up to the orientation, the default choice is bilingual education.
- After parents make selection and sign selection survey forms and entitlement letters, the documents are kept in students' permanent records and ENL records for verification in the main office by the ESL teacher.
- Parent coordinator invites parents to attend orientation meeting for all newly enrolled ENL students at BECA where the ENL Teacher provides information to parents about all three program choices (TBE, Dual Language, and Freestanding ENL). In the orientation, we discuss the programs offered at BECA, accommodations, and graduation requirements for ELLs.
- The program and curriculum of ENL are explained to parents in flyers available in the office of English Language Learners. The DOE has most of the letters available in the child's native language. Those letters are used for communication in various languages. The school also uses translators of the DOE to translate in case BECA staff is not able to translate into the native language. Parent Coordinator requests interpreters 2 weeks previous to any parent event.
- BECA has a large majority of parents who receive information in Spanish since most of them only speak Spanish.
- The ESL teacher informs the parents that BECA offers a freestanding ENL program where students' native language of Spanish is supported.
- Freestanding ENL is the program model at BECA. Students are programmed to receive ENL classes. Students are taught in English by a licensed ENL pedagogue.
- ENL classes follow the same structure as the other subject area classes. Classes are 45 minutes long. Teachers follow an ENL curriculum. Students are involved in independent reading. Mini-lessons are done by teachers. Students participate in small group/paired work. Finally, teachers summarize the lessons taught.
- The expectation for our ENL students is rigor, just as it is for our general education population students.
- The ENL teacher conducts orientation of the ENL program to newly admitted ENL students and their parents.
- Freestanding ENL program is explained to parents. The ENL teacher informs parents of how students' native language will be supported. All teachers provide support to students. BECA provides bilingual dictionaries, glossaries, and textbooks in students' native language.
- After the program is explained, parents choose and sign all appropriate forms such as entitlement letter, selection form, etc. .
- Expectations for students attending BECA are explained to parents thoroughly.
- Most of our parents speak Spanish. However, some also speak Bengali, Albanian, and Hausa. If ENL teacher is not able to speak to parents in their native languages, the Unit of Translation Services is reached by phone for immediate interpretation and translation.

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.

For newly enrolled ELLs, the ENL teacher informs the parents of the three program options via a letter and the parent is required to complete the Parent Survey which indicates their choice. Parent Coordinator will collect all returned forms and give them to the ENL teacher. The ENL teacher will mark off the students whose forms have been received and the missing forms will be identified. A list will be created and given to the Parent Coordinator. If a form is not returned, the default program for ELLs is bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. ENL Teacher will track all the returned surveys and forms and create a list of the missing forms that will be kept in the child's permanent records. The ENL and Parent Coordinator will have a list of all the ELLs and their parent contact information. Between the two of them, they will ensure all parents are reminded to send in the forms. Students will also be encouraged to remind their parents of the importance of completing these documents.
9. Describe how your school ensures that placement parent notification letters are distributed. A spreadsheet of all ELLs and their parent contact information and what forms have been distributed will be kept by the ENL teacher. The ENL teacher uses this information to send letters to parents about program placement. The Parent Coordinator translates the letters to parents' preferred languages (Spanish, Bengali, Arabic) and distributes the letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher puts all documentation in the student's official folder in the ENL pedagogue's office. A list of included documentation is included in each folder as a checklist to know which documents are in the folder and which, if any, are still missing from the child's file. These documents are filed in the child's permanent record.
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.
The ENL teacher informs parents and staff about the NYSESLAT testing period at least a month in advance. The Administrative Assistant includes the dates in the staff calendar as well. The ENL teacher creates a spreadsheet using the RLER. The RLER has the names of all ELLs. The modalities are listed and students' names are checked off with every completed exam. Students are also given a chance to make up for each modality if they are absent. The speaking section is administered by the ESL teacher and Biligual Ed Teacher).
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once the school receives the results of the NYSESLAT, the ENL teacher uses this information to send letters to parents about continued entitlement. The Parent Coordinator translates the letters to parents' preferred languages (Spanish, Bengali, Arabic) and distributes the letters.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

TREND

- The trend at BECA is that parents choose the freestanding ENL which is the ENL program that we offer at BECA. If parents desire bilingual education, we inform the parents that we currently do not offer Bilingual Ed at BECA due to a lack of parental interest and resources, but we will notify them if and when we have a Bilingual Ed program. We can also direct them to a suitable bilingual school.

- Native language class of Spanish is provided to students in order to support their Spanish abilities and increase their literacy skills in Spanish. Most of our students are Spanish-speaking. Therefore, our Spanish teacher is instrumental in supporting our students to acquire their Spanish literacy skills.

- Native language support is provided by a certified Spanish teacher. Our Spanish teacher is also able to provide instruction in Spanish as a foreign language to our General Education students.

Alignment of Freestanding ENL program and Parent Choice:

- Our parents are informed of our freestanding ENL program, ENL only during admission. According to Commissioner's Regulations Part 154, all schools must honor parent choice. Please see the link for more information.

<http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html>.

- The ENL teachers takes time to explain the program in the parents' native language through an interpreter or other staff such as the Bilingual Ed teacher if it is Spanish. In our school most of the students are Spanish speaking.

- Parents come to the school after pre-registering at the district's enrollment office (OSEPO), where students are first registered before the students are sent to our school for official admission. Some students also come to us via the 9th grade articulation. This means that we get them in the 10th grade. They already know about BECA from their previous high school.

- By the time parents/students come to our school, they are aware that BECA offers a freestanding ENL program. However, the orientation is done anyway because if parents do not show up, the choice is defaulted to bilingual education. Therefore, the school has to put the child on a bilingual education waiting list until our school has 20 students to form a bilingual class. The better option is to refer the child to a bilingual school so that they can receive bilingual services.

- The majority of our parents have chosen freestanding ENL because they want an English only environment instead of a transitional bilingual and dual language program.

- Our parents are provided with a program selection form when they register. This information gets entered in ATS. From HIBE or the parent selection forms that are kept at the school, BECA determines how many students are in need of a particular program.

- According to DOE regulations, all schools should accommodate and create a bilingual program if the parents desire provided that we have at least 20 students (of the same language need) in our high school requesting bilingual services.

HIBE is used in ATS to keep administrators informed of parents' choices.

- Once our numbers determine that we have at least 20 students of the same native language, we can create a (bilingual) program based on the parent selection according to the Office of English Learners and the Department of Education (DOE), we have to honor parent choice. Meanwhile, if parents would like their child to attend a bilingual program, we refer them to bilingual schools that nearby their communities for placement. However, if students attend Bronx Early College Academy, we provide them support and guidance and support them in Spanish.

- We are aware that some of our students need support in their native language. Although freestanding is English only; we provide students with native language support whenever it is needed.

- Beginner students are provided with additional help in the native language. Progressively students may choose to read books in English. These students read novels during their independent reading. We provide them with support in all content areas (global history, US history, mathematics and science).
- Parents are also informed and communicated in Spanish and English. All information is sent home in these two languages.

Part V: ELL Programming

A. Programming and Scheduling Information

- 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]).
 - Freestanding ENL program.
 BECA, as a grades 6-12 school, groups students in different ways depending on the grade level. All 6th grade and 8th grade ELL students are placed in one classroom, usually the ICT class, where they will receive daily push-in services by the ENL teacher through their Humanities subject course as well as 1 period of pull-out services also by the ENL teacher. These students also indirectly benefit from having two team teachers for their Math and ELA courses who will support them in providing General Ed teaching strategies to access and grasp content. The 7th grade ELLs are a larger group, so they are divided into two classes. The higher achieving subgroup is placed in a general ed classroom where the ENL teacher provides them standalone ENL services in Humanities as well as pull-out services once a day. The second subgroup is put in the ICT/Bilingual Ed classroom where two team teachers, one of them Bilingual Ed, provides them with support and ENL services in Math and ELA. These students also receive pull out services by the ENL teacher. In total, 6-8th grade receives about 2.5-3 periods a day of ENL support. The high school ELLs (9th-12th grade) have individual schedules depending on their academic plans. Therefore, these students receive 1 full period of ENL pull out services by the ENL teacher. The small group of beginner and intermediate HS ELLs also receive push-in services by the ENL teacher when needed.
 The integrated model for the MS includes one General Ed teacher and the ENL teacher instructing the Humanities content area. The integrated model for the HS includes one dually certified teacher for the Spanish content area. This teacher holds an ESL license and provides ESL services for the ELLs.
 - TBE program. *If applicable.*
 Not applicable.
 - DL program. *If applicable.*
 Not applicable.
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 Placing ENL Students
 - Students are placed in the ENL program based on scores obtained on the LAB-R (initial assessment) and the NYSESLAT (annual assessment) as per CR Part 154 mandate. BECA ensures that all students receive mandated ENL minutes.
 - According to Part CR154, all ENL students, IEP and non-IEP are to receive the following at the high school level:
 - Beginner students receive 540 minutes per week.
 - Intermediate students receive 360 minutes per week.
 - Advanced students receive 180 minutes per week.
 Our school takes into consideration the programming guidelines and the cluster of classes that are grouped with the mandated minutes for the ENL classes.
 - The programmer arranges the schedule with the assistance of the ENL teacher in a way that students receive the mandated hours in consultation with the school.
 - Classes are 45 minutes and ENL services are scheduled following the block of classes taking into account the mandated minutes for the levels of beginner, intermediate, and advanced students.
 - Beginner students are programmed for a minimum of 2.5 units of ENL per day
 - Intermediate students are programmed for a minimum of 2 units per day.
 - Advanced students are programmed for a minimum of 1 unit of ENL per day.

Sample of fall class schedules for (Beginner, Intermediate, and Advanced)

- Beginner students received 400 minutes of ENL per week.
- Intermediate students received 400 minutes of ENL per week.
 - Advanced students received 350 minutes of ENL per week.

The ENL teacher provides ESL services to 6th - 8 th grade ELLs via 1 period of Humanities per day. The ENL will push in for all ELLs via 1 period of content-area.

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.

In the middle school, all ELL students receive the support of the ENL teacher as she pushes in for their Humanities content classes (1 unit per day) and Intermediate and Beginner students receive additional support through pull-outs by the ENL teacher to work on targeted ENL instruction (1 unit per day). Beginner ELLs in the 7th grade get additional support in their Math and ELA classes through the ICT/Bilingual Ed Teacher that follows them for both content classes (3 units per day). High school students are also pulled out by the ENL teacher 1-2 periods a day depending if they are Intermediate or Advanced ELLs. We have no Beginner ELLs in the high school this year. This model represents our freestanding ENL program where students receive ENL/ENL services as an ENL or Bilingual Ed teacher pushes into their core content classes for 1-3 periods in Humanities, Math, and ELA and receive additional support through targeted instruction during pull-out sessions by the ENL teacher (1 unit per day). Most of our ELLs speak Spanish and native language support is given through translation, multi-lingual books, Google translation services, and bilingual examination and resources.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish Lab is administered the first time a spanish-speaking ELL is admitted/enrolled. Regents Exams are administered in home language throughout the year and NYS Common Core Exams are administered in home language once a year. Students are also provided with a word-to word bilingual dictionary to insure that they understand test. The glossary can be used throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Instruction is done using all four modalities. The ENL teacher trains students to speak, listen, reading , and writing. Assessment are prepared in all four modalities through the NYSESLAT. The QRI-5 also assesses oral reading and comprehension.
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
 - Classes are grouped according to ENL or NYSESLAT levels of students.
 - In class, the ENL teacher differentiates instruction so that students are assisted at various degrees of proficiency levels in English based on the RLAT report on ATS.
 - A Smart board is used in every ENL and content area class. Using the Smart board, teachers are able to reach students with various learning styles.
 - The Smart board provides support for multiple learning styles and learning abilities (visual, spatial, auditory or kinesthetic).
 - The ENL teacher is able to provide small group instruction to struggling learners through the push-in and pull-out services. In small groups, the teacher can conduct read aloud or give students small group instruction in writing.

Explanation of Instructional plan for SIFE

- Our SIFE students receive instructional support as needed. Our students read and keep reading logs of the various books that they read. Based on student logs, teachers can see where students are struggling and offer support as needed.
- SIFE students, like Beginner ELLs are given extra minutes of ENL support through targeted pull-outs by the ENL teacher. Teachers use videos, audio, manipulatives, picture dictionaries, graphic organizers, modified assessments, and native language content in order to support SIFE students and build literacy.
- Our school is receptive to having professional development and additional resources that work best for our small SIFE population.

Description of plan for ELLs in United States (US) schools less than 3 years (newcomers)

- Students who are in the US for less than 3 years are monitored closely to ensure that they are progressing accordingly in all four modalities of the English language (listening, speaking, reading, and writing).
- Content area teachers provide native language support in many ways. Students are able to use bilingual dictionaries,

glossaries, and textbooks in Spanish.

- MS has hired bilingual paraprofessionals to assist ELLs in native language in special education setting.

Description of your Plan for ELLs Receiving Services 4 to 6 Years

- The plan for ELLs receiving services for 4-6 years is to increase performance in reading comprehension and writing in order to perform well on the NYSESLAT to either move up to become proficient or exit the program.
- This is accomplished by following the instructional model of the school which includes a double or block period of independent reading incorporated in the lesson plan to allow for teaching of specific literacy skills.
- Our 4-6 year ELLs also receive Special Education based on the requirement of their IEPs.

Throughout the year, students receive services based on their level. However per the state mandate ELLs students are to receive the following minutes (B=540, I=360, and A=180). ELLs student receive the required minutes through push-ins and pull-outs.

Students may receive more ENL classes such as additional ENL cultural classes or language support classes. However, all students will receive mandated minutes according to the state requirement. All students are programmed and served their mandated minutes/units of ENL classes. Students are offered Regents prep courses after school in the areas of global history and living environment to help them become successful on upcoming Regents.

Long-term ELLs (students who completed 6 years)

- We provide strong instruction in reading and writing to help our long term ELLs become skilled readers and writers so that they can become proficient on the NYSESLAT and exit the ENL program.
- ENL teacher closely monitor students in all four modalities. Students are provided with small group instruction by the ENL teacher. In small group, students will be provided with writing sessions to develop specific writing skills.
- Once students exit the program, we provide them with additional support and continued modifications on exams to 2 years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

ELLs Identified as Students with Disabilities

- ENL students with disabilities are served based on the recommendation of their IEPs.
- All ELLs with Individualized Educational Plans (IEPs) are programmed for ENL.
- All ENL students with IEPs receive the recommend ENL services are programmed for required ENL minutes based on state requirements.
- There is a bilingual paraprofessional in special education classes to assist ELLs and give them additional help as needed.
- Students with disabilities are programmed for ENL and receive differentiated instruction in the classroom. Students are provided with small group instruction or one-to-one instructional time.
- All students, including students with disabilities have to take the NYSESLAT at the end of the year. Therefore, all students receive instruction in order to prepare for the NYSESLAT.

Math - CMP3 curriculum is used which is common core aligned; NY Ready books are also used for additional support.

ELA- Expeditionary Learning curriculum is used which is common core aligned; NY ready books are used for additional support.

Students engage in activities that make real world connections and provide opportunities for experiential learning. Students are active participants in the entire lesson. Students' understanding of the lesson expectations and content is checked at several points during the lesson. Students are given multiple opportunities to demonstrate understanding. Varied instructional strategies are used during the mini lesson. Abstract concepts are broken down via effective questioning, scaffolding and modeling. Lessons provide multiple entry points for the needs of all learners. Student interests and learning styles are addressed. Strategies such as strategic grouping and the use of technology are used to target instruction for groups of students.

Chart 7 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?

Most ELL-SWDs are placed in an ICT/CTT classroom where they receive core content instruction by two teachers (the General Education Teacher and the Special Ed/Bilingual Ed teacher) for both Math and ELA as mandated in their IEPs. They also receive ICT services by the General Ed Teacher and the ENL teacher for their core content instruction in Humanities. That's up to 3 periods a day of additional instructional support that they receive. Furthermore, they are pulled out by the ENL teacher for pull-outs depending on their need for targeted instruction. That's an additional class period of supportive services. The ELL-SWDs that are mandated 12:1:1 environment services are placed in self-contained classroom with a Special Education teacher and a bilingual paraprofessional. ENL teacher pulls these students out for up to 1 period a day.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

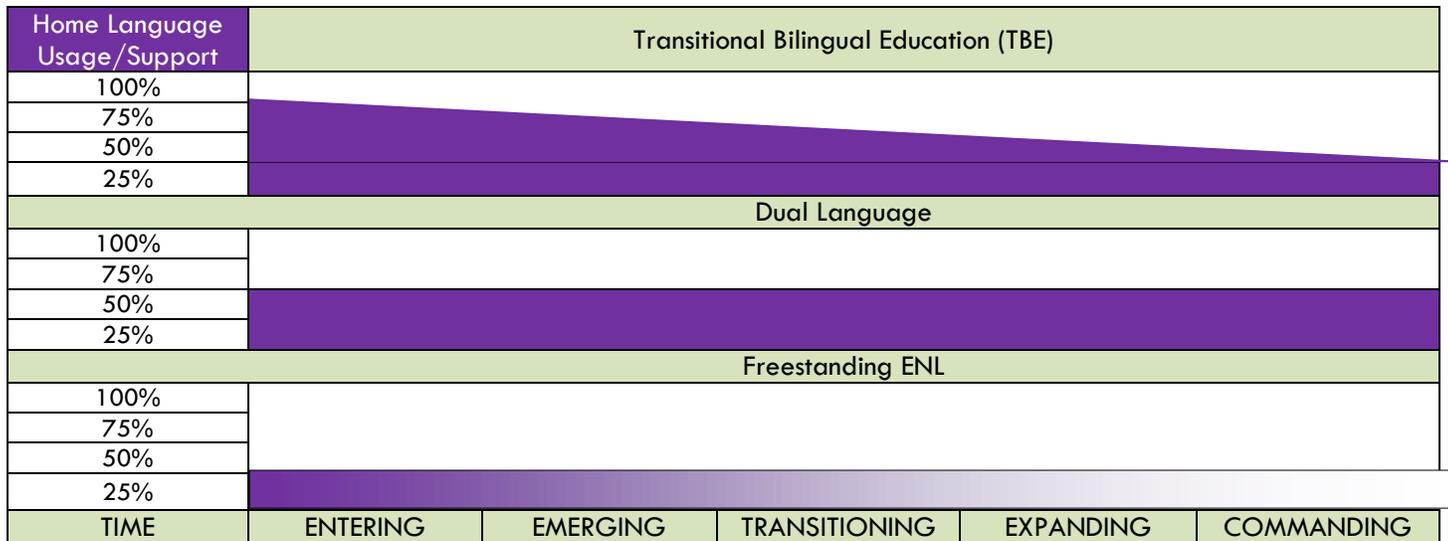


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention services offered:
- ENL/Bil Ed support in Math and ELA for beginner level 7th graders (push-in).
 - ENL support in Humanities for all ELLs 6th-8th graders (push-in)
 - ENL small group support for all grades 6-12. (pull outs)
 - Bilingual paraprofessionals for ELL-SWDs in 12:1:1 setting
 - Standardized exams offered in home languages
 - All instruction is in English but support is available for Spanish speaking students.
- We use effective methods and instructional strategies that are based on scientifically-based research such as increase the amount and quality of learning through Extended Learning Time (ELT) for one extra hour every day in which students are divided into homogenous subgroups based on their NYSESLAT data. We also have a Saturday program for SAT preparation offered by community school services at Fordham University.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- We continue to look at ways of differentiating our curriculum and program offering so that we provide each student with a rigorous educational experience.
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 program is new for this school year but we are hoping it proves effective given that all students will receive mandated minutes of ENL instruction and support. Teachers in all content areas are providing differentiation for the various learning styles by using manipulatives, visuals, graphic organizers, checklists, glossaries, Google translation services. We are assisng students in Common Core proficiency levels through quaterly mock exams. The results of the latest round of these exams have still not been provided.
12. What new programs or improvements will be considered for the upcoming school year?
- School has hired an ENL teacher, there is also another teacher getting TESOL certification, we are providing a resource room and freestanding ENL program.
13. What programs/services for ELLs will be discontinued and why?
- None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Middle School students are invited to join the City Year after school program. In this afterschool program, ELLs will get homework help by a bilingual City Year corps member. they will also be able to participate in a number of enrichment programs in the arts, technology, and sports. High School ELLS can join after school clubs and athletic programs such as Step team, Basketball, Chess, Community Service, Yearbook, etc.
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.
- QRI is used to assess students reading levels. Achieve3000 is used in ELA to differentiate instruction through online interactive articles available in English and Spanish. These articles are Common Core aligned and differentiated by lexile for each student. Google Translate is used by many teachers to help them communicate with quick translations during class to help the ELLs understand what's going on. SmartBoard is used in every classroom to accommodate all learning styles (video, visual, audio, etc.) Students are offered a Mentor In Medicine program during extended learning time.
- ESL teacher uses "ESL Intermediate/Advanced Writing (English as a Second Language Series)" to services the ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Freestanding ENL program - students are provided with bilingual Mirriam Webster dictionaries and home language tests.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- The students are grouped by grade level and the ENL services are mostly given through push-in sessions within the corresponding grade level content classes. This ensures the students are receiving common core grade level instruction.
- There is also a resource room where pull-out sessions will be conducted. In the resource room, there will age and grade level materials and resources for grades 6-12. For example, we have all the major textbooks the students use in their ELA, History, and Science classes as well as the novels used in the school's curriculum. In addition we have bilingual and monolingual picture and non-picture dictionaries, thesaurus, and other independent reading books as well as workbooks for all ages.

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).

Newly enrolled ELLs have a one-on-one getting to know each other session with the ENL teacher (Ms. Anderson) and/or Bilingual Teacher (Ms. Quezada). They also receive a tour of the school so they can know exactly where their classes take place and where the important offices are (main office, clinic, school counselor, parent coordinator, AP's office, etc.). The AP Mr. Caldeira and the parent coordinator Ms. Felix also help with welcoming the newly enrolled ELLs.

19. What language electives are offered to ELLs?

Spanish and French.

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)?

Not applicable to BECA because we do not have a dual language program.

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 is a new hire. She has 2 years experience of teaching ENL in Austria. In the US, she is being trained at City College through the Teaching Fellowship program. The AP who has a background in ENL, is supervising her. The Special Ed/Bilingual Ed teacher is also mentoring the ENL teacher. All staff will be provided with professional development 1-2 times a month on assessing and instructing ELLs. In these workshops, strategies that help ELL students will be discussed and modeled for the staff in the hopes that they implement them in their classrooms.

Staff receive differentiated PD sessions from internal and external facilitators once a month

 - Grade Team Leaders and Department Heads meet weekly with the Principal to develop their instructional and leadership capacities
 - Staff receives PD through DOE and contracted vendors on as needed basis to ensure ability to provide quality service to students

PD Agenda -

September - ESL Services Offered in NYC and at BECA

October - Using Technology in the ESL classroom

November - Making connections - Connecting students' prior knowledge, life experience and interests with learning goals, facilitating learning experiences that promote autonomy, interaction, and choice, and engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful to all learners.

January - Differentiation - using a variety of instructional strategies and resources to respond to students' diverse needs, and promoting self directed, reflective learning for all students.

February - Lesson planning - developing and sequencing instructional activities and materials for student learning, and designing short-term and long-term plans to foster student learning

April - NYSITELL/NYSESLAT

May - Creating new learning goals based on assessments - establishing and communicating learning goals for all students, collecting and using multiple sources of information to assess student learning, involving
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?

All staff will be provided with professional development 1-2 times a month on assessing and instructing ELLs. In these workshops, strategies that help ELL students will be discussed and modeled for the staff in the hopes that they implement them in their classrooms.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

When students transition from middle school to high school, their new high school teachers receive the students profiles with select classwork, report cards, and former NYSESLA scores. They can also meet with any of the former teachers from the middle school to discuss best practices for a particular student. Guidance counselor meets with Administrators to discuss how assist ELLs as they transition to MS/HS. Counselors are sent to DOE vendors for PDs on de-escalation techniques, student organizational skills, stress management, and substance abuse.
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.

The school meets the PD requirements by hosting specific ELL instruction workshops once a month to all teachers and twice a month for bilingual education/ENL teachers. The Assistant Principal is responsible for keeping records such as agendas and attendance for PD activities in the main office.

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?

ENL teacher keeps track of student performance and parent contact information. If there is any specific concern brought up by the teacher or the parent, the ENL teacher plans an individual meeting with the parent to discuss these concerns or progress. If ENL teacher does not speak the same language as the parent, the parent coordinator requests an interpreter or provide the services herself.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Question 2: All students records are kept in their individual files in the ENL teacher's office, and parent needs are noted in the file along with student needs. During annual individual meetings, these are referred to in order to determine whether parent needs have been met, and to plan for how to continue to meet those needs.

Question 3: All ELL parents are invited to all parent engagement events. At Parent Teacher Conferences and Parent Teacher Association meetings, the parent coordinator requests interpreters for parent active involvement. Historically, ELL parents are very involved in the school. They come to the parent meetings and call the school frequently to inquire about their children.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with Fordham University GSE and BronxWorks to provide services to all of our students as well as ELLs. We also partner with the YMCA to offer immigrant parents off-site ESL workshops and the Attorney General Office to offer immigration rights workshops. The Community School Director and the Parent Coordinator who are both bilingual in Spanish are responsible for connecting the parents with these organizations.

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

A parent survey is distributed and collected on Parent meeting night in September in order to determine the specific needs of our ELL parents.

Survey includes the following questions -

1. What three adjectives best describe your child?
 2. What does your child like to do for fun OUTSIDE of school?
 3. What are your child's strengths?
 4. In what area(s) would you like to see your child improve?
 5. What motivates your child?
 6. What kind of things upset your child?
 7. How would you rate your child's attitude toward school? 1 2 3 4 5 (Super)
 8. How would you rate your child's sense of responsibility? 1 2 3 4 5 (super)
 9. How would you rate your child's motivation to read? 1 2 3 4 5 (super)
 10. How often does your child read? What type of texts does he read?
6. How do your parental involvement activities address the needs of the parents?
Many parents express interest in adult education courses for English and immigration. We are looking to connect the parents with organizations that provide these services. Locally, our efforts involve culture nights, student showcases, and other events that parents will be invited to in order to show student talent.

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: **Bronx Early College Academy**

School DBN: **09X324**

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)
Y. Rivera	Principal		9/1/15
P. Caldeira	Assistant Principal		9/1/15
M. Felix	Parent Coordinator		9/1/15
A. Anderson	ENL/Bilingual Teacher		9/1/15
	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
N. Quezada	Other <u>Special Ed/Bilingual</u>		9/1/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 0 School Name: **Bronx**
Superintendent:

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish is the main language; then Bengali, Albanian, and Other - 2%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence as needed for:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school .

To keep our excel sheet updated, we use information from Blue Cards which are kept current throughout the year. We also cross reference with ATS reports (RELC).

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.

Spanish-64
Bengali-2
ALbanian-2
Other-1

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.)

- a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
MS Open House 10/21/2015 and 10/24/2015
HS Open House 11/4/2015 and 11/7/2015
SEIS Progress Reports 11/16/2015
PTA meetings
- b. Special events (Thanksgiving Feast, student performances and parent teacher conferences. Parent Welcome Night was held on 9/30; interpreters were requested by 9/17
Parent-Teacher Conferences - 11/19/2015, 11/20/2015, and 3/10/2016, 3/11/2016. Interpreters are requested two weeks previous to the events. Senior Parent Night 10/6/2015.
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips,
- f. FAQs about school policy, which they receive upon admitting their child to our school

Our policy is to request for interpreters and/or to submit documents to the Translation Unit at least 2 weeks previous to all events to ensure enough time for language translation.

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.

MS Open House 10/21/2015 and 10/24/2015
HS Open House 11/4/2015 and 11/7/2015
PTA meetings
Parent Welcome Night was held on 9/30; interpreters were requested by 9/17
Parent-Teacher Conferences - 11/19/2015, 11/20/2015, and 3/10/2016, 3/11/2016. Interpreters are

requested two weeks previous to the events. Senior Parent Night 10/6/2015
IEP meetings usually translated by in-school staff (Special Ed Bilingual Teacher, Bilingual Social Worker, Chemistry Teacher, HS English, HS Spanish Teacher, the AP, and the Community Liasion)

Our policy is to request interpreters at least 2 weeks previous to all events.

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.

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in translating documents for parents (ESL teacher, Special Ed/ Bilingual Teacher, Bilingual Social Worker, Chemistry Teacher, HS English, HS Spanish Teacher, the AP, and the Community Liasion). The AP keeps an updated list of all the languages spoken by our staff.

Our social-emotional support team also uses the NYCDOE internal translation and interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

We also use the templates provided by the DOE here:

https://intranet.nycboe.net/CookieAuth.dll?GetLogon?curl=Z2FSchoolSupportZ2Ftranslation_and_interpretation_unit&reason=0&formdir=7

The Parent Coordinator is in charge of requesting interpreters ahead of time for every parent communication. She is also in charge of submitting the documents for translation to the T&I unit.

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.

Because we have identified the need to have interpretation services for students and their families based on the Home Language identificaiton Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Parent Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our social-emotional support team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the

students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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.)

Our Social Emotional Learning Team, including our Parent Coordinator, will provide training for staff on the use of translation services.
The AP places "I Speak..." cards in all staff's mailboxes at the beginning of the school year. Staff is also emailed the over-the-phone interpretation number during this time.

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

Chancellor's Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at our school. As a result of these regulations, we have developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

All school based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

We also use the notification documents from the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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)

Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages.

BECA does not have a focus group of parents inclusive in all cultures and languages represented at the school, but we strive to reflect the various cultures in our student government.