

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X525

School Name:

BRONX LEADERSHIP ACADEMY HIGH SCHOOL

Principal:

IVAN YIP

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: BRONX LEADERSHIP ACADEMY HS School Number (DBN): 09X525
Grades Served: 9 TO 12
School Address: 1710 WEBSTER AVENUE, BRONX, NY 10457
Phone Number: 718-299-4274 Fax: 718-299-4707
School Contact Person: IVAN YIP Email Address: IYIP@SCHOOLS.NYC.GOV
Principal: IVAN YIP
UFT Chapter Leader: ROBERT CORCORAN
Parents' Association President: MICHAEL ANGLIN
SLT Chairperson: SHANTI SOMMERS
Title I Parent Representative (or
Parent Advisory Council
Chairperson): MS. KENIA ESCOBOZA
Student Representative(s): KIMBERLY MELENDEZ
RASHIDA SIMON

District Information

District: 09 Superintendent: MS. CARRON STAPLE
Superintendent's Office Address: 1 FORDHAM PLAZA, BRONX, NY 10458
Superintendent's Email Address: CSTAPLE@SCHOOLS.NYC.GOV
Phone Number: 718-741-5834 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: _____ Director: JOSE RUIZ
Director's Office Address: 1 FORDHAM PLAZA
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV
Phone Number: 718-828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
IVAN YIP	*Principal or Designee	
ROBERT CORCORAN	*UFT Chapter Leader or Designee	
MICHAEL ANGLIN	*PA/PTA President or Designated Co-President	
SYLVIA MARRERO	DC 37 Representative (staff), if applicable	
KENIA ESCOBOZA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
KIMBERLY MELENDEZ	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
RASHIDA SIMON	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
SHANTI BROWNE	SLT CHAIR/TEACHER	
COURTENAY FORTUNE	Member/CSA MEMBER	
EMMA CARCAMO	Member/TEACHER	
MELINDA POLANCO	Member/UFT PARAPROFESSIONAL	
ROSEMARY ESPINAL	Member/PARENT	
SERGIO FELIZ	Member/PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MARILYN GARCIA	Member/PARENT	
CARMEN RAMOS	Member/PARENT	
ROGER WALTERS	Member/PARENT	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission: The mission of Bronx Leadership Academy is to educate our students to be committed to personal excellence and to improve the quality of life both within their communities and society as a whole. This will be accomplished by providing a program emphasizing values, education, service to the Bronx and respect for individual differences and cultures.

Community: Bronx Leadership Academy ("BLA") sits in District 9 in the South Bronx of NYC. In the years since the school's creation, the area has shifted from predominantly industrial to an economically vibrant and growing base, with small businesses mixed with national retail establishments.

School: BLA is a comprehensive, four-year public high school serving grades 9 to 12. BLA was founded in 1993 through the collaborative efforts of South Bronx Churches, the then-Board of Education, and parents of students in the Bronx looking for a safe and academically challenging high school with an emphasis on community development. The student body is composed of students primarily from the local area and from the Bronx in general. The total student enrollment for 2014-15 is approximately 689, with a population that is 38% African American, 60% Latino and 2% other.

Curriculum: Courses are organized on the semester system. Each semester is 18 weeks long. Classes meet 5 times per week for 49 minutes each period. Courses are designed for college preparation and character building, with an emphasis on community service. Honors courses are offered from 10th to 12th grade in ELA and Social Studies (both Global History & Geography and US History). Advanced Placement courses are offered for 11th and 12th grade students. Students also have the opportunity to take college-level courses through the College Now program in affiliation with Hostos Community College and with Lehman College.

Highlights: One of the core programs that help support BLA's mission is our Law Program, which helps students to develop their critical thinking skills and their oral advocacy skills. In partnership with the Justice Resource Center and the Reed, Smith law firm, our students have the opportunity to compete city-wide and regional tournaments on both the Moot Court Team and the Mock Trial Team. They also have the opportunity to participate the High School Law Institutes at NYU Law School and at Columbia University Law School, and with the Bronx DA's YTAP Program. Another program that seeks to develop our students' leadership abilities is our Peer Leadership class, which is taught in partnership with Dignity Universal, a community-based organization created to support individual growth and community development. BLA also is one of the first schools to have partnered with buildOn! (originally known as Building with Books), a grass-roots organization that raises funds to help build schools in underdeveloped nations around the world—through buildOn's Trek for Knowledge program, we have sent students and staff to both Mali and Nicaragua, and last year we sent students to Haiti to help build a school! We have also partnered with College For Every Student (CFES), a mentoring organization designed to increase students' access and exposure to college. We also have reached out to and formed partnerships with both BronxWorks and the NYCPAL, community organizations that will support our students with after-school academic tutoring and sports activities designed to keep them engaged in

learning and physical activities. Another highlight of BLA is the cultural exchange program that we have set up with two schools in Denmark. Our students have hosted Danish students in their homes, and then traveled to Denmark to live in the homes of their Danish brothers and sisters. This is a continuing program of visitations and sharing! Finally, BLA is one of only five high schools in New York City (the only school in The Bronx!) to partner with the O'Melveny and Myers law firm, through which our students receive mentoring from attorneys at the firm, as well as the opportunity to receive scholarships for college. In terms of supporting our teachers and improving instruction at the school, this will be our first year as a member of the Learning Partners Plus program, a collaborative partnership of schools through which our teachers will visit other schools and share best practices to help improve their instruction.

Challenges: As we enter the new school year, BLA continues to face several challenges. For the past few years, BLA's performance indicators have not been where the school community wants or expects them to be—consequently, a new push has started from the beginning of last school year to increase the rigor of instruction, raise expectations and improve the school tone. Much of this change will occur through the improvement of instruction and impressing upon our students the higher expectations we have of both their behavior and their academics, while providing the instructional support to help them meet and exceed these expectations.

Framework for Great Schools: The elements in which the school made the most progress were in terms of building Strong Family-Community ties and reinforcing Collaborative Teachers as a key to our school's success. This is evidenced by the outreach that we performed to establish ties with community-based organizations and by the new structures put in place to increase parental involvement in the life of the school. One example is that we invited some speakers from the Administration for Child Services (ACS) to come in for workshops with parents that were designed to explain the role of ACS in supporting parents and their children to ensure that they see education as a key to success. It is also evidenced by our joining the Learning Partners Plus Program, which will improve instruction by allowing our teachers to visit other schools, share best practices and turnkey much of what they learn in the program to share with their colleagues. The key areas of focus this year will be to continue to provide structures for Collaborative Teachers so they can support one another to improve their craft, as well as to focus on Rigorous Instruction in support of student learning and engagement.

09X525 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	685	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	10	# SETSS	7	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	5	# Drama	5
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.0%	% Attendance Rate			82.0%
% Free Lunch	85.0%	% Reduced Lunch			3.8%
% Limited English Proficient	11.3%	% Students with Disabilities			24.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			38.0%
% Hispanic or Latino	60.2%	% Asian or Native Hawaiian/Pacific Islander			0.1%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	3	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.4%	% Teaching Out of Certification (2013-14)			6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			10.04
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	57.7%	Mathematics Performance at levels 3 & 4			42.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	56.9%	% of 2nd year students who earned 10+ credits			55.2%
% of 3rd year students who earned 10+ credits	51.6%	4 Year Graduation Rate			60.5%
6 Year Graduation Rate	74.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

Strengths :

- CCLS-aligned curriculums
- Focus on skill-building and deeper understanding
- Teacher-team meetings and common planning are built into the program
- PD is provided on a regular basis by APs of Supervision and by our Literacy Coach, as well as outside providers
- System of in-house intervisitations set up between departments
- Partner school with the Learning Partners Program (Host school: Bronx Center for Science and Mathematics)

Needs :

- increasing stamina of students in reading and writing
- improved Regents performance
- improved credit accumulation, particularly for 10th & 11th grades
- improved instructional practices (e.g., scaffolding, use of multiple-entry points, CCLS-aligned instruction)

Data sources :

- Regents scholarship reports
- credit accumulation reports/transcripts
- QR Report 2013-14
- High School Quality Report 2013-14
- NYC School Survey 2014-15
- teacher observation reports
- midterm assessments
- NYC Performance Task results

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students’ overall passing percentage on the Global History & Geography Regents exam and the Living Environment Regents exam will improve by 20% over the June 2015 Regents results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Baselines:</u></p> <p>Global History had 23% passing in June 2015</p> <p>Living Environment had 37% passing in June 2015</p> <p>Structures: Student Programming (e.g., Regents Prep classes);</p> <p>PD (e.g., Response to Intervention ("RtI"), classroom management, using data to inform instruction; Integrated CoTeaching ("ICT") methodologies & more</p>	<p>lowest-third, Special Education, & ELL students</p>	<p>9/2015 to 6/2016</p>	<p>Principal; APs of Supervision; Literacy Coach; teachers; Program Chair</p>
<p>After-school tutoring; Saturday Academy; push-in model for ELLs; ICT classes for core subjects; SC classes taught by special education teacher; administration of mock Regents exams</p>	<p>Students in the lowest-third, special education, & ELLs</p>	<p>9/2015 to 6/2016</p>	<p>Special Education & general education teachers; ESL teachers; APs of Supervision; Principal</p>
<p>Parent Learning walks; School Leadership Team ("SLT") membership; parent workshops</p>	<p>parents</p>	<p>9/2015 to 6/2016</p>	<p>Parent Coordinator; SLT members; Literacy Coach; APs of Supervision; Principal</p>
<p>-participation in Respect for All ("RFA") workshops;</p> <p>-after-school clubs to enrich students' experiences & encourage their -participation in school: e.g., Men's Club; Women's Club; MOTH Story Slam; Drama Club;</p> <p>-cohort meetings to address grade-specific needs/areas of concern</p> <p>-Peer Leadership class</p>	<p>All students</p>	<p>9/2015 to 6/2016</p>	<p>Teachers; students; administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Continual budget alignment will take place: for Human Resources personnel (teachers, paraprofessionals, school aides, administrators, etc.); instructional supplies (textbooks; online learning programs, educational software, classroom computer technology [e.g., Smartboards, laptops, printers, etc.]											
-Continual assessment will also take place to adjust, as needed: student needs/scheduling needs (e.g., elective classes, mandated subject classes, common periods for teacher collaboration, etc.); teacher per session; per diem allocation for substitutes; administrator per session, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
-Midterm assessments will be administered in November 2015 (uniform assessments modeled after the Common Core ELA exam) and in December 2015 (mock Common Core ELA Regents exam). The results from the November 15 assessment will be used as a baseline to determine growth after administration of the December mock Common Core ELA exam.
-January 2016 Regents exam results will also be used to measure growth and the impact of rigorous instruction
-scholarship data assessed at the end of each marking period (e.g., report cards, teacher reports, transcripts)
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Strengths :

- Strong relationships built between students & adults and student-to-student
- Open Door policy
- Alumni support (Alumni Career Day)
- Extracurricular activities
- Student empowerment (SLT membership; Student Council)
- Teachers in distributed leadership roles (on e.g., SLT, PD Committee, Consultation Committee, LPP Team, QR Team)

Needs :

- increase teacher satisfaction (75% positive responses)
- improve school tone (73% positive responses)
- increase rigor of instruction (78% positive responses)
- increase student engagement in classrooms (73% positive responses)
- increase parent involvement in school activities (86% positive responses)

Source :NYC School Survey 2014-15

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will have visited at least one of our six partner schools in the Learning Partners Program to support and inform their instructional practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
-LPP intervisitations will support teacher learning/improvement -Model Teachers will open their classrooms for intravisitations -Teachers will share best practices	Teachers	9/15 to 6/16	Administrators, Teachers, School Counselors, partner school staff (teachers, administration, counselors, etc.)
-push-in ESL teacher for supporting content-area teachers -LPP team meetings -teacher-team meetings weekly to discuss student progress -Inquiry teams	Teachers; school counselors	9/15 to 6/16	Teachers, School Counselors and administrators
-Teacher Learning Walks -Teacher intervisitations with partner schools -Model Teacher-led PD to share best practices	Teachers	9/15 to 6/16	Teachers, Administrators, School Counselors
-LPP Model Teacher meetings -LPP Counselor meetings -LPP AP meetings	Students and parents	9/15 to 6/16	Teachers, LPP Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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-Continual budget alignment will take place also: for Human Resources personnel (teachers, paraprofessionals, school aides, administrators, etc.); instructional supplies (textbooks; online learning programs, educational software, classroom computer technology [e.g., Smartboards, laptops, printers, etc.]

-Continual assessment will also take place to adjust, as needed: student needs/scheduling needs (e.g., elective classes, mandated subject classes, common periods for teacher collaboration, etc.); teacher per session; per diem allocation for substitutes; administrator per session, etc.

-per session funds for staff to attend/assist/participate in LPP events

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, at least 20 teachers will have visited another partner school and shared in department meetings the results of what they have learned.

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

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

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

Part 1 – Needs Assessment

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

Strengths :

- Common planning is built into schedule
- Teacher teams meet on regularly scheduled basis
- PD sessions are provided by our Literacy Coach, APs of Supervision and outside providers, with input from PD Committee
- Teachers sit on PD Committee to help decide on tiered PD offerings
- Model Teachers learn and share best practices with other schools through the Learning Partners Program
- Teachers sit on the Hiring Committee and have a share in hiring decisions

Needs :

- teachers using data to inform instruction
- Inquiry work will be instituted during common periods
- consistency in practice for all teachers (student-centered instruction)
- increasing the use of higher-order questions during instruction (D.o.K)
- improve feedback to teacher by consistent use of Danielson framework

Source :

Quality Review report (2013-14)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, those teachers who have a Teacher Improvement Plan (TIP) will have improved in quality on their observation reports in domain 3C (Engaging Students in Learning) (e.g., moving from ineffective to developing, from developing to effective, and/or from effective to highly effective), by having at least three out of four observation ratings for the domain be rated Effective.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>-Common period built in to schedule</p> <p>-Weekly teacher-team meetings</p> <p>-PD provided in-house and from outside providers</p> <p>-Model Teachers will lead PD and turnkey PD workshops</p>	<p>Teachers</p>	<p>9/15 to 6/16</p>	<p>Administrators, Program Chair, Teachers, Literacy Coach, PD Committee, IEP Coordinator, Model Teachers</p>
<p>-PD on ICT methodologies</p> <p>-SEGIS training for all teachers</p> <p>-ELL training for ESL teacher to turnkey</p> <p>-Rtl training</p>	<p>Teachers</p>	<p>9/15 to 6/16</p>	<p>Administrators, Literacy Coach, Teachers, IEP Coordinator, ESL Coordinator</p>
<p>-Parent Learning walks will be used to provide feedback to teachers</p> <p>-Learning Partners Program ("LPP") Model Teachers will turnkey PD for their colleagues</p>	<p>Teachers</p>	<p>9/15 to 6/16</p>	<p>Parents (PA Executive Board), SLT Committee, Literacy Coach, Parent Coordinator</p>
<p>-Teacher participation/empowerment in all aspects of leadership/instruction focus</p> <p>-Teachers will visit partner schools through the LPP program to learn and share best practices, after which they will share with colleagues and incorporate practices into their own classrooms</p>	<p>Teachers</p>	<p>9/15 to 6/16</p>	<p>Teachers, Administrators, PD Committee, Consultation Committee, SLT Committee, Model Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Budget allocation to hire additional Special Education teachers (2)
- Allocate per session and per diem funds for teachers and administrators for the LPP+ program
- allocation for Social Studies consultant to assist with curriculum development and instructional support
- allocation for outside PD providers

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, APs will have completed 50% of all teacher observations and had post-observation conferences to indicate areas of improvement for teachers with TIPS, and at least 20 teachers will have visited our LPP partner schools to learn and share best practices.

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

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

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

Part 1 – Needs Assessment

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

Strengths :

- Resources are well-aligned to our instructional goals to empower teachers to collaboratively construct opportunities for students to learn
- Teachers design curricula that are aligned to standards
- School leaders have established a culture for learning that communicates and supports high expectations to staff and Students
- Distributive leadership is ingrained in the school culture (e.g., teachers sit on PD Committee, Hiring Committee, Consultation Committee, Inquiry Team)
- Participation in the Learning Partners Program with a focus on rigorous instruction and effective school leadership

Needs :

- Administrators must ensure consistency in the use of pedagogical practices that promote effective, student-centered collaboration
- Administrators must sharpen feedback to teachers by consistently specifying next steps and action plans that connect teacher practice to student outcomes
- Administrators must continue building capacity by using Danielson framework for observations and the feedback cycle

Source :

- Quality Review Report (2013-2014)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Principal and APs will observe all teachers through the observation cycle and at least ten teachers will assume leadership roles within the school..

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
-Quest for Mastery research PD -Supervision of bi-weekly department meetings -RtI PD -Monthly Faculty conferences relating to improvement of instruction -Model Teachers will lead PD sessions	Teachers	9/15 to 6/16	Administrators, Literacy Coach
-PD on multiple entry points -PD on ICT methodologies -PD on meeting needs of ELLs	Teachers	9/15 to 6/16	Administrators, Literacy Coach, ESL Coordinator, IEP Coordinator
-Parent Learning walks	Teachers	9/15 to 6/16	Administrators, Literacy Coach, Teachers
Collaborative leadership structures (teacher participation on: SLT Committee; PD Committee; Consultation Committee; Hiring Committee; Model Teacher in LPP	Teachers	9/15 to 6/16	Administrators, Program Chair, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Budgetary allocations for ESL Coordinator position, Literacy Coach and IEP Coordinator -Budgetary allocation for per session and per diem to support inter-school visitations -Budgetary allocation for Social Studies consultant to provide curriculum development and instructional feedback -Build common periods for each department into the class master schedule to facilitate teacher collaboration											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of January 2016 (1st semester), administrators will have 50% of all observations completed and at least five teachers will have assumed leadership roles on school committees.

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

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

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

Part 1 – Needs Assessment

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

Strengths :

- School-wide open door policy
- Online Skedula/Pupilpath database to enable parent monitoring of student progress
- Parent Coordinator on staff
- Parent participation on SLT Committee
- Parent engagement time built in to weekly schedule
- 96% of parents are satisfied with the education their child receives
- Parent Learning Walks established
- Partnerships established with community organizations (NYC PAL, BronxWorks)

Needs :

- low parent response rates/attendance at meetings, School Surveys.
- low parent participation in PA meetings

Source :

- NYC School Survey 2014-15
- High School Quality Snapshot 2013-14

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent participation in PA meetings and response rate on the NYC School Survey will increase by 25% or greater

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>-SLT meetings</p> <p>-Awards ceremonies</p> <p>-Student-of-the-Month recognitions</p> <p>-Academic scholarship recognition at the end of each marking period</p> <p>-Perfect attendance recognition on a monthly basis</p>	<p>Students and parents</p>	<p>9/15 to 6/16</p>	<p>Administrators, Parent Coordinator, COSA, Teachers, Program Chair</p>
<p>-Awards ceremonies inclusive of ELLs, Special-needs students, most-improved students, etc.</p> <p>-Academic achievement recognition at the end of each marking period</p> <p>-Student-of-the-Month awards</p>	<p>Students and parents</p>	<p>9/15 to 6/16</p>	<p>Teachers, Program Chair, COSA, Parent Coordinator, Administrators</p>
<p>-Awards ceremonies in the evenings to encourage parent attendance</p> <p>-SLT Committee parent members</p> <p>-Parental engagement time built into schedule</p> <p>-PD provided on how to talk to parents</p> <p>-Teachers encouraged to reach out to parents to acknowledge</p>	<p>Teachers and parents</p>	<p>9/15 to 6/16</p>	<p>Teachers, Program Chair, COSA, Parent Coordinator, Administrators</p>

positive behaviors/accomplishments of students, not just negative			
-All members of school community are empowered and have a voice in the school (e.g., students on Student Council, parents on SLT, teachers on PD, SLT & Consultation committees)	Students, teachers and parents	9/15 to 6/16	Teachers, Program Chair, COSA, Parent Coordinator, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Budget allocation for per session -Budget allocation for Parent Coordinator and parent-related activities -Budget modification for Program Chair -Scheduling modification for Parent engagement activities											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the January 2016, parent attendance will increase by 10% at PA meetings and will be monitored by sign-in sheets maintained by the Parent Coordinator.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who are at risk of not accumulating 10+ credits by June 2016; students who have failed the ELA Regents exam	Use of multiple-entry points; Rtl to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
Mathematics	Students who are at risk of not accumulating 10+ credits by June 2016; students who have failed the Algebra Regents exam	Use of multiple-entry points; Rtl to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
Science	Students who are at risk of not accumulating 10+ credits by June 2016; students who have failed the Living Environment Regents exam	Use of multiple-entry points; Rtl to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
Social Studies	Students who are at risk of not accumulating 10+ credits by June 2016; students who have failed the Global History and/or US History Regents exams	Use of multiple-entry points; Rtl to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are at risk of not accumulating 10+ credits by June 2016; students who are under-credited	Use of multiple-entry points; Rtl to tier students; use of formative, informal and substantive assessments; cross content integration	Small-group tutoring; one-on-one tutoring; pull-out instruction; push-in instruction	After school; during Saturday Academy; during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our school is proud of our tradition of attracting and retaining high quality, highly qualified teachers who are committed to the school's mission of excellence.</p> <p>Having a solid collaborative working relationship with teachers, parents and students makes for a pleasant work and learning environment.</p> <p>Highly qualified teachers are always looking to work in schools where creativity is encouraged and supported. As part of our Recruitment efforts, we will reach out to local area graduate education programs and continue our partnerships with them (e.g., Hunter College School of Ed., Pace University, Teachers College, etc.) to attract and retain highly qualified teachers. As part of our partnership, we will attend seminars at the invitation of our partners to speak to graduates of their programs about what to expect and how our school can support them in their development as teachers.</p> <p>Music, Art, Sports and other elective courses are the keys to balancing a well-rounded education, and they are often what keeps students in school. We remain committed to invest in seeking and retaining talented highly qualified teachers to teach Drama, Music and the Arts.</p> <p>Staff development is centered around our daily common periods devoted to sharing best practices. Resource management strategies and discussions around creative thinking are encouraged and evaluated for effectiveness. The common-planning theme is improving instruction by using technology and multiple-entry points during instruction in the classroom, and teaching for depth over breadth.</p> <p>Teachers are members of the Hiring Committee and have direct input on hiring decisions, which helps promote leadership within the school building and raises the perception of teacher candidates in terms of how teachers are a vital part of the school's decision-making team</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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We have a Literacy Coach on staff to provide professional development and help mentor new teachers. Our two Assistant Principals of Supervision also provide professional development during common-planning periods, and encourage teachers to seek and participate in external PD opportunities, after which they turnkey the information to their colleagues. We also work collaboratively with support personnel from our Borough support team to provide ongoing support for our teachers in the classrooms.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are an integral part of the decision-making process—they are part of the School Leadership Team, the PD Committee, the Hiring Committee and the Consultation Committee, and they work in collaboration with the Principal, Assistant Principals and Literacy Coach to evaluate different programs and assessment measures. Teachers also work with guidance from the APs Supervision to develop cross-disciplinary curricula to support the school’s goals and support students in meeting all graduation requirements. Teachers also serve as Model Teachers in the Learning Partners Program, through which they learn and share best practices from partner schools in the LPP consortium.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and

purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	547,097.00	X	Section 5
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,804,191.00	X	Section 5

1Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 Leadership Academy HS</u>	DBN: <u>09x525</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>62</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>6</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: _

Rationale:

Bronx Leadership Academy's Saturday Academy has been designed to provide small-group instruction to our struggling at-risk ELL students (those in the bottom-third who are in danger of not being promoted or not graduating in a timely fashion). After reviewing NYSESLAT data, Regents scores, and credit accumulation rates, we determine those ELL students that need the most support in the areas of reading and writing. The program will target 50 ELL students.

- Subgroups and grade levels:

<u>Subgroups</u>	<u>Grades</u>	<u># of Students</u>
<u>Newcomers (0-3 years)</u>	<u>9-12</u>	<u>16</u>
<u>3-5 Years</u>	<u>9-12</u>	<u>14</u>
<u>LTELLS (6 years or more)</u>	<u>9-12</u>	<u>32</u>
<u>Total</u>	<u>62 students</u>	

- Schedule and Duration:

The Saturday program will begin in December of 2014 and take place every other Saturday for 24 weeks, ending in early June, with the classes running from 9:00 AM to 12:00 PM.

- Language of Instruction:

The classes will be taught in English.

- Number and Types of Certified Teachers:

The program will be run by seven teachers. One teacher is an intially certified ESL teacher and the ESL program coordinator. Three of the teachers are Special Education teachers as well, who serve our students that receive both Special Education and ELL services. One teacher is an ELA teacher and literacy coach. The remaining content-area teachers are certified in ELA and Math.

- Types of Materials:

The program uses high-interest reading materials and online resources designed to maintain our students' focus and promote their desire to succeed. Students are provided with leveled reading materials based on data collected from the NYSESLAT and ARIS. The teachers create lessons to support the students in the areas of reading and writing in the content area of ELA, specifically targeting the areas of reading comprehension, vocabulary accumulation, critical thinking, and making connections between literary texts and nonfiction texts in writing. The students are also being supported in Math with teachers using Regents and State Exam scores to create a Regents Preparatory program to help students move towards college readiness in that subject.

The lesson plans will follow the Sheltered Instructional Observation Protocol (SIOP) model to support the acquisition of academic vocabulary necessary for students to have achieve greater levels of success on the NYSESLAT, Regents Exams, and classroom performance.

- Direct Instruction cost:

- Teachers- \$51.51
- Guidance-\$55.38

Part B: Direct Instruction Supplemental Program Information

- Supervisors- \$52.84

- Budget Allocation • 60% direct to instruction

- 10% to parental involvement
- 10% to professional development
- 20% Other than Personnel Services

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:

The Title III Professional Development is structured to provide all teachers and staff with ESL training. The training will focus on identifying and using data to differentiate for ELL students. Teachers are also trained by a Reading Specialist in basic literacy skills in order to better support their ELL students in the content-area classes. Two of the PD sessions will be led by representatives from the CFN-356 network and a third PD session will be run by reading specialist Patricia Cortez and will focus on helping teachers with compliance with the Dignity for All Students Act.

- Teachers to receive training:

Workshops in ESL support and methodologies are for the entire staff, as everyone works with ELL students. Those who will be in attendance are administration, subject-area teachers, paraprofessionals, counselors, special education teachers, psychologists, speech therapists, secretaries, and parent coordinators.

- Schedule and Duration:

Training and workshops will be ongoing throughout the year, including during grade-level meetings, common-period planning periods, and on professional development days. The PD sessions are tentatively scheduled for the Chancellor's PD days on February 2, 2015 and June 4, 2015. These PD sessions will be run by Aaron Perez, Network Specialist, and Antonio Arocho, Ed. Administrator/ Achievement- Instructional Initiatives Department Instructional Support, from the CF 536 network. A third session will be run by Patricia Cortez, the literacy coach at 09X525 and will take place in December of 2014. Each session will last approximately three hours.

- Topics to be covered:

Professional Development sessions will provide teachers will ESL training in the following areas:

- ~ Differentiating for ELLs
- ~ Using NYSESLAT data to drive instruction
- ~ RTI for ELLs in the high school setting
- ~ Reading and writing strategies for ELLs
- ~ ELL student profiles to better inform teachers of student needs
- ~ Scaffolding techniques for the content-area classes
- ~ Compliance with the Dignity for All Students Act

- Names of Providers:

Administrators: Ivan Yip, Tanisha Shields

Part C: Professional Development

ESL Coordinator: Nicole Spry

Literacy Coach: Jessica Strollo

Reading Specialist: Patricia Cortez

Lead Teachers

CEI-PEA

NYCDoE

UFT

CFN ELL Support Specialist: Antonio Arocho

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: _____

Rationale:

In order to get more involvement from parents of ELLs, the parent coordinator and ESL coordinator run events and workshops throughout the year open to all parents.

- Schedule and duration:

We address the needs of parents on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times throughout the year that are most convenient for the parents to maximize attendance and participation from the surrounding community. These events will coincide with parent-teacher conferences on March 26 and March 27, 2015, and May 7, 2015. Parents also have the ability to attend monthly meetings on the second Thursday of every month where they are informed of the calendar of school events and receive information about outside community resources that are available to them. These sessions will last approximate one hour. The open-door policy of the school is designed to encourage as much participation from parents as they desire when following up on the progress of their children, including the use of an online grading system through which parents can monitor the progress in real time.

- Topics to be covered:

The parental workshops are designed to allow parents to better support the academic development of the ESL students. Most workshops focus on college readiness among students and cover topics such as preparing the common application, obtaining financial aid, and visiting colleges outside of the NYC area. Workshops will also include information about how parents can best help students with their coursework outside of the classroom and further developing literacy skills in both their first and second languages.

- Names of Providers:

Parent Coordinator: Kriston Jackson

Guidance Counselors: Merlen Locke, Sandra Santiago, Ernest McDuffie, Keisha Lawrence

ESL Coordinator: Nicole Spry

Administrators: Courtenay Fortune, Tanisha Shields, Ivan Yip

How parents will be notified of these activities:

For all events, whether organized by the school or the Parents Association, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance. In addition, all Title

Part D: Parental Engagement Activities

III documentation for parents is provided in both English and their native language to support their participation in and understanding of the services that are supplied for their children.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 525
School Name Bronx Leadership Academy High School		

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 Ivan Yip	Assistant Principal Tanisha Shields
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nicole Spry	School Counselor Harold Corporan
Teacher/Subject Area Quetzal Rodriguez/ENL	Parent Kenia Escoboza
Teacher/Subject Area type here	Parent Coordinator Kriston Jackson
Related-Service Provider	Borough Field Support Center Staff Member Richard Petrone
Superintendent Carron Staple	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	0	Total number of ELLs	85	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	39
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	57

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	12		1	16		6	57		32	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	29	23	17	7	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Twi	0	0	0	0	0	0	0	0	0	0	2	0	2	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)										10	3	2	1	0
Emerging (Low Intermediate)										3	3	1	3	0
Transitioning (High Intermediate)										7	11	2	4	0
Expanding (Advanced)										8	12	11	3	0
Commanding (Proficient)										3	3	2	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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										8	5	15	13	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	22		3	
Integrated Algebra/CC Algebra	43		6	
Geometry/CC Algebra	9			
Algebra 2/Trigonometry	3			
Math _____				
Chemistry				
Earth Science	6			
Living Environment	31			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	15		1	
Geography				
US History and Government	7		2	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Across the grades, the lowest scores were generally in reading. In reading, the students struggled with vocabulary, identification of the main idea and making inferences. They also brought little prior knowledge of the topics tested. Many students improved on their organizational skills in order to write structured essays for the exams. Speaking and Listening continue to be strengths since we have very few recent immigrants. The school as a whole emphasizes oral presentations, rigorous research, and debates to develop students use of academic language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities as shown in the RNMR and based on the goals set forth in the AMAO there is school-wide emphasis on reading and writing across the content areas to improve students' basic literacy skills in every subject area. There is a focus on reading, especially in order to equip students with the necessary tools they need to thrive across the disciplines. Teachers will continue to put emphasis on utilizing graph interpretation to promote visual understanding and critical thinking. Students have been instructed to analyze graphs and translate their visual understanding in written form- a skill needed greatly in the science, math and social studies disciplines. The ESL program will continue to work towards this goal. There will also be an increase in emphasis on the use of graphic organizers and Venn diagrams for pre-writing, as well as utilizing established rubrics geared towards challenging students to transpose information from pre-writing grids into the writing tasks (journal, essay, short paragraph form) that make the synthesis of their ideas and overall comprehension manifest. Provide extended-day tutoring and after school services to help students prepare for the reading and writing sections of the NYSESLAT, which will help students benefit from smaller group settings for personalized instruction. Students who are more reticent about participating or asking questions in general education classes are urged to come to the tutorials to strengthen math, reading, writing and science skills, i.e.: comprehension and execution of tasks or activities. A review of the AMAO also suggests that intensive language development and a more rigorous approach at the freshman

and sophomore levels will be beneficial since passing the NYSESLAT is most frequent at the lower grade levels.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. As mentioned above, student results display a clear pattern of higher incidences of proficiency and advanced levels in the Listening/Speaking section and stagnant beginner and intermediate scores on the Reading/Writing section. The highest numbers of ELLs occurs in the freshman and sophomore years, with the majority of students testing out of ELL services by their junior and senior years. Due to the fact that very few members of our student population are literate in their native language, most do not opt to take any Regents exams in their native language.
 - b. Results of the periodic assessments have been mentioned above. They are shared through the Project Inquiry Team with the staff and instruction targets the areas needing improvement. The school is creating a study skills toolkit that will include graphic organizers, essay outlines, and note-taking strategies that will target ENL students specifically to be used across the content areas.
 - c. The school is learning that students are performing poorly due to difficulty in comprehending organizational patterns of the text, connecting events to themes and understanding the extensive vocabulary. Their ability to process and synthesize information in written form impedes their academic success. The greatest problem is general reading comprehension skills. Recalling details of the content and the pace of instruction moving too quickly for ELLs are yet other challenges. In addition, the students are weak in their comprehension of the overarching themes and the big ideas. Students generally prefer to take exams in English as the instruction is in English so concepts and vocabulary are more familiar than in their native language. Also, many students do not have a strong academic background in their native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teachers in the building collaborate with content-area teachers to ensure that ELLs are properly supported in their mainstream classes through the use of collaborative lesson-planning and the consistent use of scaffolding techniques, such as sentence starters, graphic organizers, non-fiction reading techniques, questioning techniques, teaching vocabulary from the Depth of Knowledge wheel and other research-based methods that have shown to be effective in developing second language abilities in students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program is mixed. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above. Administration and focus groups like the Inquiry Team and the RTI team use NYSESLAT scores, Regents exams, credit accumulation, and graduation rates among ELLs in order to ensure that they are receiving the necessary support services to attain success in the high school setting. The school often struggles to meet the AYP for Hispanic males, a subset of the ELL population in the school, and therefore the school often provides them with additional, targeted support to ensure that they meet the requirements of graduation.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

List notice indicates which students are ELLs. For non-list students, the HLIS is checked by the ENL Coordinator, Nicole Spry. For students new to the NYC public schools, an HLIS is administered by the ENL Coordinator and with the bilingual Spanish counselor they conduct an oral interview. The HLIS is given in the student's native language when it is available. The NYSITELL is administered to those students whose HLIS indicates a language other than English and the students are eligible to be given the NYSITELL as indicated by the RLAT in ATS, by the certified ENL Coordinator. All ELLs are given the NYSESLAT annually based on the list of students that are indicated as eligible for NYSESLAT testing in the RLER, RNMR, RLAT reports on ATS, and exam histories. Intensive preparation is given in the classroom and in after-school tutoring programs. The test is administered by the ENL coordinator and a member of the English department, assisted by a bilingual paraprofessional, in a separate location in the library with testing modifications for Special Education ELLs followed.

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).
Students complete a SIFE questionnaire. Student work is evaluated by ENL teachers, and transcripts are reviewed by the counselors to verify gaps in schooling. Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT
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).
NYSITELL eligibility for newly enrolled students with IEPs is based on the determination of the LPT. Members of the LPT include the principal, the certified ENL Coordinator, the director of Special Education, the student's counselor, and the student's parent or guardian. The LPT determines whether the student should take the NYSITELL. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.
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.
Immediately after administering the NYSITELL, the exams are handscored by the ESL Coordinator and if the student tested below the proficient level, the parents will be sent a letter by the ESL Coordinator inviting their parents to an orientation meeting. The letter is provided in the native language where available. The orientation meeting is held within the first 10 days of school. At that time, the ESL Coordinator and the Parent Coordinator explain the different language programs available and parents view the orientation videos in their native language about program choices. The parents are also informed of the current structures in place at the school for language programming. For parents that request TBE or Dual language programs for their child, their names are placed on a waiting list with parents of students of the same language group that have made the same choice while the administration works with teachers and staff to prepare for initiating the program once there are sufficient parent requests to form a class.
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).
Parents will be sent a letter informing them of their right to appeal ELL status within 10 days of enrollment. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.
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.
The parents will be sent a letter by the ENL Coordinator inviting their parents to an orientation meeting. The letter is provided in the native language where available. The orientation meeting is held within the first 10 days of school. At that time, the ENL Coordinator and the Parent Coordinator explain the different language programs available and parents view the orientation videos in their native language about program choices. The parents are also informed of the current structures in place at the school for language programming. For parents that request TBE or Dual language programs for their child, their names are placed on a waiting list with parents of students of the same language group that have made the same choice while the administration works with teachers and staff to prepare for initiating the program once there are sufficient parent requests to form a class.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Entitlement letters, continuation of entitlement letters and transition letters are sent to parents within the first ten days of admission. Parent program selection forms and parent surveys are sent home with students if the parent has not made a selection after watching the video in their home language at the orientation or in the admissions interview with the counselor.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

For parents who do not attend the orientation, follow-up letters and telephone calls are made. Copies of the letters are kept on file. For on-going new admits, the same procedures are followed within the 10-day window.

9. Describe how your school ensures that placement parent notification letters are distributed.
Entitlement letters, continuation of entitlement letters and transition letters are sent to parents within the first ten days of admission. Parent program selection forms and parent surveys are sent home with students if the parent has not made a selection after watching the video in their home language at the orientation or in the admissions interview with the counselor.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Before being sent home, the letters are copied and stored in the students' cumulative records and in the student records kept in a separate location by the ENL Coordinator. The program selection forms and parent surveys are sent home with the students for parents to fill out and return with the students within the first 10 days of the school year. All forms are copied and stored in the students' cumulative record and in the student records kept in a separate location by the ENL coordinator.
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.
Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. First, eligible students are identified using the RLER report. All Subtests of the NYSESLAT are administered during the administration window and student completion is tracked by the ENL Coordinator. Follow up is done with students who have not taken the NYSESLAT and their families are contacted to emphasize the importance of the NYSESLAT. A sufficient number of staff are assigned and the school schedule is adjusted as necessary to ensure that we are able to administer all NYSESLAT-eligible students subtests during the administration window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement letters, continuation of entitlement letters and transition letters are sent to parents within the first ten days of admission. Parent program selection forms and parent surveys are sent home with students if the parent has not made a selection after watching the video in their home language at the orientation or in the admissions interview with the counselor. Before being sent home, the letters are copied and stored in the students' cumulative records and in the student records kept in a separate location by the ESL Coordinator. The program selection forms and parent surveys are sent home with the students for parents to fill out and return with the students within the first 10 days of the school year. All forms are copied and stored in the students' cumulative record and in the student records kept in a separate location by the ESL coordinator.
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).
A review of parent choice forms over the past few years shows that in all cases parents choose free-standing ENL programs over other programs. Where a TBE or Dual language program were to be chosen, the Parent Coordinator and ENL Coordinator will discuss the matter with the parent and place their request on the aforementioned waiting list. The Freestanding ENL program offered at this school is in alignment with the parent requests.:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - a. Instruction is delivered in a Self-Contained ENL model by the ENL Coordinator and a member of the English department. The school uses an ungraded, homogeneous program model where the students are placed into ENL classes by their proficiency levels. The levels are determined by NYSESLAT proficiency levels and the RNMR report from ATS. Currently, we have two Entering/Expanding double period classes and two single periods of the Transitioning/Advanced level.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Currently, all Entering and Emerging students receive 245 minutes of Stand-Alone ENL instruction and 245 minutes of Integrated ENL/ELA instruction, which includes a double-period block that is mixed with both levels of students. Entering students also receive 245 additional minutes of Stand-Alone ENL. Those Emerging students that are upper classmen also have a separate ELA class that provides them with 2 units of ELA instruction in a mainstream classroom. Transitioning and Expanding students receive 245 minutes per week of Integrated ENL/ELA instruction and 245 minutes per week of ELA instruction in a mainstream classroom. Tutoring is provided for all ELLs and former ELLs who have difficulties in their content-area classes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in English by certified teachers who have received training in ENL methodology. Content-area teachers collaborate with ESL teachers on a weekly basis at PD grade-level meetings as well as informally. ENL teachers reinforce content material through the SIOP or shelter English method of instruction. Extensive use is made of graphic organizers, KWL charts, outlines, visuals and video, as well as collaborative group work by the content area teachers to assist students in their focus on non-fiction texts in order to more closely align to the Common Core Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When new students enter the school and are identified as ELLs, Spanish-speaking students are formally interviewed by the certified bilingual guidance counselor to determine their native language abilities. Students are also given reading and writing diagnostics in their native language when available. Students are also given access to Regents Exams (excluding the English Comprehensive Regents) in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ENL teachers rely heavily on the Reading Literature, Reading Informational Texts, Writing, and the Speaking and Listening Common Core Standards in order create their lessons to ensure that students are being evaluated in all four modalities in each lesson. There is a special focus on using non-fiction texts as the basis for the reading and writing instruction with ELLs. Teachers also infuse all lessons with elements of lecture, note-taking, class discussion, and student presentations in order to address the students' Listening and Speaking competencies.
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

Differentiated Instructional Approaches for ELL subgroups:

a.SIFE Students

For SIFE students, high interest novels are provided as reading materials. They also work on their native language literacy skills in the ENL class. We offer explicit ENL literacy skills and instruction (sheltered instruction, paired work, homogeneous grouping and visual aids, activating prior knowledge). They also have access to graphic text books that are used for instruction in literature, history and science. SIFE students are instructed in the same manner as long term ELLs otherwise. See below.

b.0-3 Years.

Students are paired with bilingual paraprofessionals when possible. They are also provided with leveled work, such as high-interest, low-level readers that are grade appropriate. They work on vocabulary development and translation from native language to English. They work on developing their listening and speaking skills as well. ENL teachers coordinate with content-area teachers and help them develop scaffolded activities: templates for writing, audio books, bilingual dictionaries, testing accommodations and after-school tutoring. For ELA classes, books in translation have been provided for students when possible. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries where available. Exams are also administered in their home language when available, and if requested.

c. 4-6 years.

For these students, there is more focus on reading and writing. A balanced literacy approach is used. In-class time is spent on independent and guided reading. Students work on analysis of literature with close reading assignments, journal writing, scaffolded essays that mimic Regents essays and NYSESLAT writing assignments. We incorporate small-group work based on ability level. Academic language and vocabulary in Regents directions are directly taught in preparation for Regents exams. After-school tutoring and mock Regents exams are offered to prepare them for exams, and to allow teachers to give the students one-on-one feedback on the deficiencies they need to work on in their writing. During high stakes testing periods, students are tested in separate locations and given extended time.

d. Long Term ELLs

For long-term ELLs who are in need of ENL services because of truancy or poor attendance, collaboration with attendance teachers and the guidance department is used to set up interviews with the families to discuss long-range plans, which may include counseling, credit recovery programs, transfers to alternative settings and to GED programs. Long-term ELLs, who do attend school regularly receive instruction that targets literacy skills explicitly. Teachers administer diagnostic tests such as periodic assessments to identify areas needing improvement. Students in collaboration with their teachers set reading and writing goals and develop a process for monitoring progress. Students work on paraphrasing; they use graphic organizers to compartmentalize information for the purpose of determining importance and synthesizing information. They are also required to write paragraphs and essays after focusing on close readings of fiction, non-fiction and current events. The writing process, peer editing, and templates for Regents essays are used. Students are encouraged to use the habits of effective readers, such as to read and reread, participate in think-alouds, discussions, and group work. The long-term ELLs in our school place mostly in the Transitioning level or the Expanding level. Efforts are made to have students reflect on their own language learning process and experience and discover ways to improve. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries. State exams in their home language are offered when available, and if requested.

e. Former ELLs

During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries. State exams in their home language are offered when available, and if requested. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive targeted instruction from their content area teachers who work in collaboration with the ENL teachers.

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.
- Paste response to questions here:
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Teachers of ELL-SWDs initially rely on the Common Core Standards and Regents Exams to determine grade-level appropriate materials and skills to focus on in the classroom. Teachers then use a variety of research-based scaffolding methods such as CALLA and sheltered instruction to deliver the materials in a way that makes the content and language accessible to students. Across the content areas there is a focus placed on reading and writing skills, as well as teaching the academic vocabulary that ELL-SWDs need to understand and complete the materials given to them. The use of graphic novels, audio books, visual textbooks, physical manipulatives, and technology such as SMARTBoards and ELMOs are used in the classroom to aid teachers in differentiation of their content and delivery.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart At the school, an effort is made to place ELL-SWDs in the least-restrictive environment. The school follows an inclusion model with students mainstreamed into general education classes for most of their content-area classes. Teachers have grade-level and common-subject meetings at least once a week to meet and discuss effective instructional strategies and student progress in order to promote cross-content collaboration and uniformity among the subject-area teachers. Teachers also attend monthly Professional Development sessions given by the school's Literacy Coach. The school also offers an extended-day program three days a week for students that require extra support and tutoring in their classes. Classes with high concentrations of ELL-SWDs are also equipped with an educational support Paraprofessional that provides extra support in one-on-one and small-group settings. The school also has an offering of ICT classes that are co-taught by the content area teacher and a member of the Special Education department for students that require additional support in certain subject areas. The school has implemented the RTI framework in order to properly screen and identify the Tier 2 and Tier 3 students that are in need of academic and behavioral interventions. Most often ELL-SWDs are identified as those high-needs students and receive the appropriate in class and supplementary interventions.

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	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.

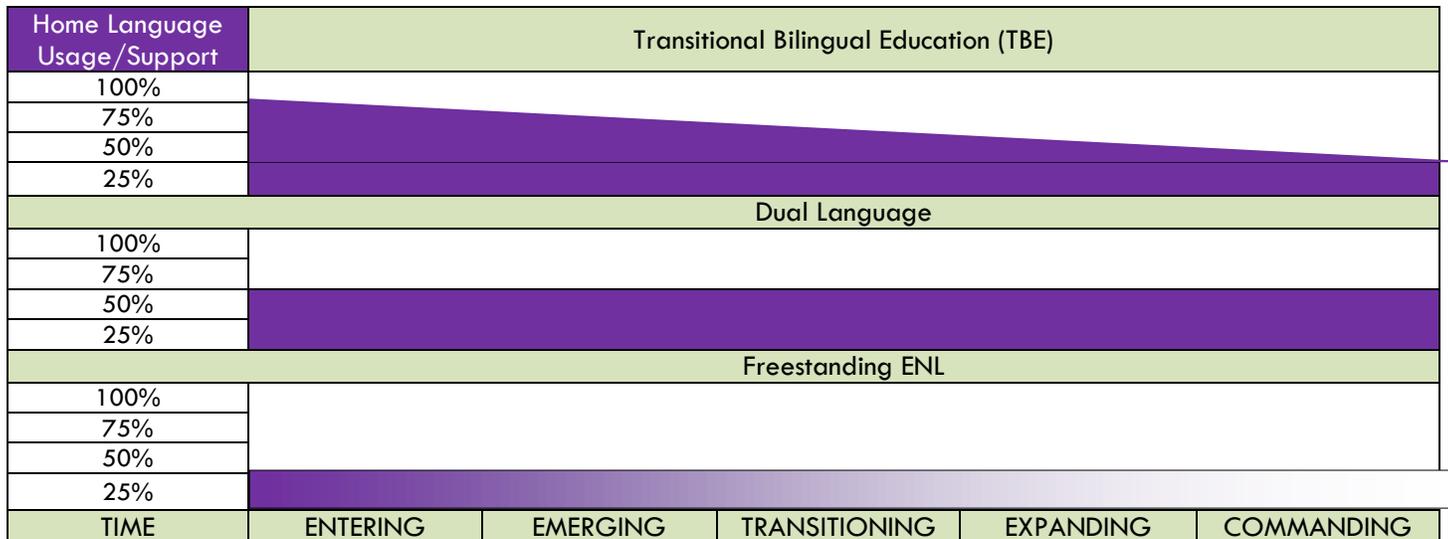


*Note: “other approved services” does not apply to New York City at this time.

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. In content areas of ELA, Math, Science, and Social Studies, beginning level ELLs receive a lot of modeling, graphic organizers, visuals, formulaic approaches, graphic textbooks, and content-area materials in their native language whenever possible as well as the assistance of bilingual paras when possible in their content-area classes. They are paired with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries are made available. Supplementary materials in their native language are used when available such as supplemental math texts, Science materials, and graphic novels for Social Studies. Intermediate and Advanced level students are encouraged to use English dictionaries. They are given vocabulary development exercises. ELLs with special needs receive reinforcement in their ICT classes for Math and Social Studies where they are given opportunity and assistance in doing homework and work on basic literacy skills. Uniform assessments and mock Regents exams in the areas of Math, Science, and Social Studies are used to specifically target weak areas. Instruction is then focused on improving these areas in small group settings. Extended day tutoring, Regents coaching programs and Saturday programs are offered for ESL students to target their performance in ELA, Math, Science, and Social Studies. Partners such as Gear Up and Theatre Development Fund provide enrichment activities such as books, theater plays, community service activities, and college trips.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on NYSESLAT scores, Regents pass rates, credit accumulation, and graduation rates for ELLs students within the school, the current program is effective at meeting their needs. In the past, the school has had a 50% passing rate on the NYSESLAT with the majority of the remainder of the students seeing improvements in their scores. The credit accumulation and graduation rates amongst ELLs is also consistent with the rates of the rest of the student population. ELL and former ELL students are also consistently represented in the honors and AP classes within the school.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering putting ELLs in targeted homerooms so that no student falls through the cracks. ENL personnel and content area teachers will receive more training in Sheltered Instructions methods for use in their classrooms. The school is also in the process of creating a Spanish literacy Saturday Academy program that will target long-term ELLs that are not literate in Spanish in order to improve their native language literacy skills.
13. What programs/services for ELLs will be discontinued and why?
Nothing will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are not segregated in our school. Notifications of special programs and activities are sent home in English and the students' native language. ELLs are present in all instructional after-school programs, such as extended day tutoring, as well as all extra-curricular and enrichment activities.
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.
In ENL classes, students are taught using various fiction and non-fiction novels from the English Language Arts curriculum and Shining Star texts for beginning level students. NYSESLAT preparation materials from Attanasio & Associates and Pearson are also used. Students are also exposed to various forms of technology (i.e. SMART Board and ELMO) and taught basic computer literacy skills such as Microsoft Word and PowerPoint. Dictionaries and glossaries (when available) are used in the content area classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
For those students that are literate in their native language, they are offered enrollment in a Native Language Arts course for Spanish-speaking students as well as novels and other content area materials in their native language when available. Students also have access to the Regents Exams in their native language when available. For those students that are not literate in their native language, most support is offered in the form of bilingual support staff that can provide translations and explanations orally to students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and resources are in alignment with students' ages and grade levels. The incoming Freshman students, especially those that also have an IEP, are given the highest level of support within the school. Those students are given the accommodations mandated in their IEPs and given the correct hours of ENL instruction. They are also further supported by the school through the school's summer bridge program, after-school tutoring, and Saturday programs. As students gets older, they are given more targeted support in order to support them in their Regents exam and meeting the requirements for graduation and beyond.
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 are mandated to attend our summer orientation program. Bilingual support staff is made available and teachers monitor students to identify strengths and weaknesses so that students are appropriately placed in September.

19. What language electives are offered to ELLs?

Spanish language classes and Native Language Arts for Spanish-speakers are offered to ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Workshops in ENL methodology are offered on our professional development days for administration, subject area teachers, paraprofessionals, counselors, special-education teachers, psychologists, speech therapists, secretaries, and parent coordinators. Subject-area teachers also receive training by the ENL coordinator during weekly departmental meetings. The ENL coordinator also receives support in instruction and compliance issues from the network specialist. Administration, subject area teachers, paraprofessionals, counselors, special education teachers, secretaries, and the parent coordinator are notified of off-site workshops and seminars offered by education schools, the Department of Education, BOCES and Children First Networks. Our Project Inquiry team has targeted ELLs for investigation and has identified and shared information with the whole staff at faculty meetings. The information is used to inform instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of Project Inquiry is to assist a greater number of ELL students to accumulate credits, develop academic language proficiency and transition out of ENL the program.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 2. All teachers in the school are provided with bi-monthly professional development sessions given by the school's literacy coach on implementing the Common Core Learning Standards in the classroom. The school also has a Reading Specialist on staff that provides the ESL and content-area teachers professional development sessions on various literacy strategies to help support struggling readers and writers in the classroom. All teachers are also required to attend outside Professional Development sessions about the Common Core Learning Standards at various points throughout the year and then come back to the school and turnkey the skills they acquired to the rest of the staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers have access to the proficiency levels and exam histories of incoming ELL students that will be placed in their classes. The ENL coordinator also attends department meetings at the beginning of each year to provide teachers with student profiles and uniform approaches to use with students to help ease their transition into high school. School leadership and guidance counselors, using input from subject-area teachers, have used the RTI framework to screen and tier students in order to identify the ESL students that require extra interventions and support in their transition into high school. Those students requiring extra interventions are then presented to the staff along with an academic and behavioral intervention plan for teachers to follow with ENL students. Guidance counselors attend off-site professional development sessions provided by the Department of Education in order to assist ELLs as they transition to high school
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.
Training given to teachers includes an overview of basic ESL key terms and programs. Teachers are then provided with student profiles that are characteristic of the problems and strategies that should be used for students at every ability level. Teachers also have the ability to bring in their own lesson plans and teaching materials and work one-on-one with the ESL teacher to add modifications and differentiate their materials for the ESL population. Agendas and attendance are kept by the ENL coordinator.

C. Parental Involvement

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

Each fall the school holds a parent orientation night. Parents have the opportunity to meet with the teachers individually. Letters containing the goals of the program, language development progress, and language proficiency assessment results are given to parents at this time. Para-professionals are available for translation as needed. Parents have the opportunity to express concerns and share information about their students at this time.

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.

Teachers keep records of phone calls and in person meetings. These records contain the date, time, reason, and outcome of the meeting. All forms are copied and stored in the students' cumulative record and in the student records kept in a separate location by the ENL coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

There is a vibrant School Leadership Team as well as a parents' organization. Translation services, materials in Spanish and orientation sessions are offered to parents at all meetings.

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

We partner with South Bronx Churches, which offers workshops on community organization, encouraging parental involvement. We work with the Bronx Borough President's Office Initiatives Programs on parental rights and responsibilities. Our Gear-up programs also offer parental workshops in college preparation, securing financial aid, and assisting with student laptops.

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

Needs of the parents are evaluated by maintaining on-going communication, counselor outreach, examination of parental learning surveys and parental feedback at information sessions.

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

We address the needs on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times that are most convenient for the parents to maximize attendance and participation from the surrounding community. For all events, whether organized by the school or the Parent Association, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance.

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:

School Name: Bronx Leadership Academy HS		School DBN: 09x525	
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)
Ivan Yip	Principal		9/16/15
Tanisha Shields	Assistant Principal		9/16/15
Kriston Jackson	Parent Coordinator		9/16/15
Nicole Spry	ENL/Bilingual Teacher		9/16/15
Kenia Escoboza	Parent		9/17/15
Quetzal Rodriguez-Their/ENL	Teacher/Subject Area		9/16/15
Jessica Strollo/ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Harold Corporan	School Counselor		9/16/15
Carron Staple	Superintendent		1/1/01
Richard Petrone	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X525

School Name: BRONX LEADERSHIP ACADEMY HS
Superintendent: CARRON STAPLE

Before you begin, please check the following:

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

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

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

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

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

To assess the language preferences of our parent community for both written and oral communication, we use ATS reports such as the Home Language Report and the Supplemental Translation Allocation report, as well as the Home Language Survey. We provide translators when necessary and when possible to help parents understand what they are being asked. Upon entry into the school, we determine the home language as indicated by the parent, student and any documentation they bring, after which we have the family sit with our Pupil Personnel Secretary, our School Nurse, and the School Counselor who will be assigned to work with the student (based on grade level/cohort). Where appropriate, all documents are then provided in the parents' language of preference. Where translation is required during in-school meetings (e.g., during academic conferences, attendance conferences, Open School Parent-Teacher conferences, PA meetings, etc.), we provide a translator for our parents when available,

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
Twi
French
Bengali
Fulani

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.)

Entitlement Letters are distributed at the beginning of the year
Progress Reports are distributed multiple times per year
Newsletters are distributed monthly
Calendars are distributed at the beginning of the year
Parent-Teacher Conference Announcements are distributed during the month before conferences
Extracurricular Program Information are distributed before the programs begin
Testing Documents are distributed weeks before the exam dates
Course Syllabi are distributed at the beginning of the year
Letters from School Leadership are distributed multiple times throughout the year

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.

Parent -Teacher Conferences (Fall and Spring); Back-to-School/Meet & Greet Night (beginning of the school year); Attendance-concern outreach (throughout the school year); academic-concern conferences (throughout the school year); Attendance teacher home visits (for chronic absentee students, throughout the school year); School Counselor conferences

Part C: Providing Language Assistance Services

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

The school will translate all official documents sent home to parents - i.e., progress reports, notifications of meetings, promotion-in-doubt letters, admissions-packet letters, and all correspondence related to ESL and Special Education services. The translation of official documents can be found on the

Department of Education website for fast and easily accessible translations. We also have access to teachers, staff and parent volunteers through the Parent Association that provide translation services for written and oral communication with parents.

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.

To date, we have maintained adequate staff to provide translation services. Administration, School Counselors, Teachers, Secretaries, Paras, School Aides and Parent volunteers all play a role in the delivery of services.

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.)

The school utilizes official translations available on the DoE's website for parental notifications. We also have access to teachers, staff and parent volunteers through the Parent Association that provide translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school utilizes official translations available on the DoE's website for parental notifications. We also have access to teachers, staff and parent volunteers through the Parent Association that provide translation services for written and oral communication with parents.

Part F: Monitoring and Quality Control

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

Feedback will be gathered through the NYC School Parent Survey and through SLT and Parent Association meetings.