



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**07X527**

**School Name:**

**BRONX LEADERSHIP ACADEMY II HIGH SCHOOL**

**Principal:**

**ROSE LOBIANCO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Leadership Academy II School Number (DBN): 07x527  
9-12  
Grades Served: \_\_\_\_\_  
School Address: 730 Concourse Village West, Bldg A, Bronx, NY 10451  
718-292-7171 Phone Number: \_\_\_\_\_ Fax: 718-292-2355  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Rose LoBianco, IA  
UFT Chapter Leader: Tiffani Branch  
Parents' Association President: Ada Goyco  
SLT Chairperson: Alida Varinos  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Mildred Nunez  
Omar Fernandez  
Student Representative(s): Angelica Castillo

**District Information**

District: 07 Superintendent: Juan Mendez  
30-48 Linden Place, Flushing, NY 11354  
Superintendent's Office Address: \_\_\_\_\_  
Jmendez2@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: 718-281-7696 Fax: 718-281-7519

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormaliza  
131 Livingston St  
Director's Office Address: \_\_\_\_\_  
AAnorma@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_

Phone Number: 212-374-0507 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 School Comprehensive Educational Plan (SCEP) 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)
Rose LoBianco	*Principal or Designee	
Tiffani Branch	*UFT Chapter Leader or Designee	
Ada Morrero Goyco	*PA/PTA President or Designated Co-President	
Mildred Nunez	DC 37 Representative (staff), if applicable	
Tabitha Torres	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Omar Fernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kareemot Siyanbola	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Taharia Rosario	UFT/Paraprofessional	
Chad Scott	DC 37 Community Associate	
Alida Varinos	CSA/Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James Reddick	Partner	
Mildred Nunez	Member/Parent	
Dora Ankomah	Member/Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED’s Six DTSDE Tenets**

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

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

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

### **NYCDOE’s Quality Review (QR)**

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

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Our core beliefs are centered around our mission, which reads: 'Engage Minds, Develop Leaders, Explore Possibilities. Our goal is to meet students at their level and prepare them academically for career and college by graduation. We want our students to find a sense of purpose and place in the world, and to see the connection between school and the real world. We aim to build relationships that develop our students into leaders able to achieve their potential in college and careers. Note: In order to model the professionalism we believe essential for our students' success, all students at BLA II wear a school uniform.

We are a High School located in District 7 in the Bronx. About two thirds of our students who matriculate in 9<sup>th</sup> grade are in the city's lowest third in 8<sup>th</sup> grade. Therefore many of our students have not had a history of success in school. 70% of our teachers do not yet have tenure, so we have a relatively new staff.

**We have a multitude of strong partnerships which are focused on literacy (english and math), college and career readiness, academic support, leadership and community building. These partnerships include:**

**Blue Engine:** Blue Engine places teaching assistants in 9<sup>th</sup> and 10<sup>th</sup> grade ELA and math classes to reduce teacher to student ratio to 1:7. Therefore we have 14 Blue Engine Teaching Assistants (BETAs) working at our school. BETAs work for one year as a service, americorps-like year, and then have the option of doing a second year to lead a BETA team and start the teacher certification process. We are in the 3<sup>rd</sup> year of our partnership. They have helped us raise Algebra Regents pass rates from 40 to over 70%, with college readiness from 13 to 20%, and ELA Regents college Readiness from 30 to 40% and pass rates to over 60% (given at the end of 10<sup>th</sup> grade). They have also started a teacher pipeline for our staff. More information at [www.blueengine.org](http://www.blueengine.org)

**iMentor:** We have partnered with iMentor to provide each of our current 9<sup>th</sup> and 10<sup>th</sup> graders with a mentor from NYC who has graduated from College. These mentors stay with students through the four years of high school. We are part of an evaluation program of iMentor who is tracking this work. More information at [www.imentor.org](http://www.imentor.org).

**Woodycrest Center for Human Development:** Provide after school programming for our students and peer mediation classes, and some summer internships. They also will assist the deans with mediation etc. when needed.

**Academic/Behavioral Pilot/Carnegie Foundation:** Office of secondary readiness in the DOE created a Academic and Behavioral Mindset Pilot in 2013-14 which we were a part of. We were chosen to also be a part of the work they were

doing specifically in Math with the Carnegie foundation. This year we have a team of 3 math teachers working intensely with Carnegie, and a team of 5 working on expanding the work into their classrooms from what was done last year.

**South Bronx Churches** :SBC is a community organizing group committed to improving conditions of education, housing and safety in the South Bronx. SBC has partnered with our families and students throughout the past thirteen years to increase patrols near the school, build the campus we are now in, build parent leadership and support our internship program.

Strengths/Accomplishments:

1. We received a proficient on 1.1, 1.2, and 2.2 on our Quality Review and well developed on 3.4 and 4.2.
2. 80% of teachers made progress on MOTP scores
3. Our YTD attendance is 85.2%, increased from 84.3 last year.

This year we solidified several of the systems we have had in place as a staff for a few years. We had 13 new staff join us this fall, and while we can continue to build on the work of the past years, we also worked to refine our purpose as a school, rebuild a shared vision, and refined how we work to make our school wide values a reality in our school. We are at the end of the first 5 year plan we created when I became principal, and finished our year ready to plan our strategy for the next several years to build in some sustainability and systems to refine rather than to create. For example, we have created curriculum over the past few years, but we haven't yet created one unified system for revising it each year. This year we refined our teacher leaders understanding of Understanding by Design curriculum, so that next year they will use this lens to lead curriculum revision in their teams.

Our School Quality Snapshot in alignment with the Framework for Great Schools reveals that our school has achieved excellence in collaborative teachers and trust. Teachers have the opportunity to collaborate and develop, grow and contribute to continuous improvement of the school community. 94% of our teachers say that they feel responsible that all students learn. This past year we focused on our collaborative teams. Our Department teams refined and focus on their inquiry work, and our Grade teams shifted to focusing on what students are doing in the classrooms, rather than outside of classroom interventions, because outside of classroom interventions had not had significant impact over the past few years. The majority of the students' day is spent inside the classroom, and therefore the work of the team needed to be in shifting the work inside the classroom.

Our theory is that increasing the engagement and metacognition inside the classroom will lead to more students earning credits – particularly in the 11<sup>th</sup> grade year where our progress report shows a steep decrease two years ago. Our 11<sup>th</sup> grade credit accumulation increased significantly, and we earned a “Well-Developed” on 4.2 on our Quality

Review this year. This year our attendance is currently at 85.6, an increase of over 1% from the previous year and we have cut the number of LTAs as measured by 407s from 342 to 158.

We received Proficient on indicators 1.1 and 1.2 in our most recent QR. We also know that this is the area that we must continue to work on to ensure consistency of our curriculum maps across subject areas as a multi-step project. Developing strong curriculum lessons, and pedagogy is essential in supporting our teachers, two thirds of whom are not yet tenured. We will continue to focus our work on our Domain 3 scores as part of a multi-year project. Next year will both be part of the mastery collaborative to increase our proficiency with outcomes based grading, and our grade teams will work on student ownership of learning through reflection and revision of their work based on teacher and self-feedback so that they can use this understanding to raise their course grades.

All of our students take a class called “College Seminar” once a week. In this class they learn about colleges, skills they will need for college, and do a majority of the application together. Our College Counselor teaches the 10-12<sup>th</sup> grade students, so by the time they are 12<sup>th</sup> graders, he knows them well, and can both write college counselor recommendations and help them match to their best school. In addition the messaging to students in ELA and Math is about striving for the CUNY college readiness markers on the ELA Exam and Algebra exam. Students are encouraged to attend tutoring to prepare and re-take examinations and achievements are celebrated. Our College Readiness increased from 13 percent two years ago to nearly 20 percent last year, and we are on track for similar increases in this cohort. This puts our school at the 75th percentile of our peer groups and 50 percentile city-wide. encouraged to attend tutoring to prepare and re-take examinations and achievements celebrated.

**Challenges:**

1. Students do not have practice with “productive struggle” therefore we need to continue to refine

curriculum and teaching practices to give them focus with this

a. we are focusing on three areas in our lesson planning:

modeling, use of exemplars, rubrics and criteria

increased writing (scaffolded with higher level DOK questioning)

increased discussion amongst students around protocols

2. Despite huge gains in our attendance this year, we would like to eventually be at 90%.

3. We want to increase parent communication around academic and positive behavior.

## 07X527 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	498	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	6	# SETSS	26	# Integrated Collaborative Teaching	39
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.1%	% Attendance Rate			83.8%
% Free Lunch	86.2%	% Reduced Lunch			6.0%
% Limited English Proficient	14.2%	% Students with Disabilities			23.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			35.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)			7.88
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	53.8%	Mathematics Performance at levels 3 & 4			69.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	93.8%	% of 2nd year students who earned 10+ credits			80.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate			64.9%
6 Year Graduation Rate	70.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (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 Mathematics (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 Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

**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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
While we were proficient in our 14-15 QR Instructional Core (1.1, 1.2, 2.2), our on Framework for Great Schools Report, rigorous instruction is our lowest score, so this will continue to be the main focus for our school. In doing so, we will be working closely with our team facilitators across subject areas to ensure alignment of standards with objectives, learning tasks and assessments. Consistent feedback in accordance with the Danielson Framework will be included in this process of holding teachers and supervisors accountable to this alignment.		

**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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
We will revise 70% of our unit plans in core subject areas to increase rigor of performance task and choice for students by June of 2016

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Use Professional Development time for Department inquiry teams to align standards, revise performance tasks within units and lesson objectives and assessments.</p>	<p>Teachers</p>	<p>Aug-June</p>	<p>AP Supervision, Dept Team Leaders</p>
<p>Train and support Department team leaders in</p>	<p>Team Leaders</p>	<p>Aug-June</p>	<p>Ap Supervision, Principal</p>

<p>facilitation and grow their knowledge of curriculum expertise</p>			
<p>Have Aug pre-service, and two other school-wide professional development sessions focused on Rigor and choice in unit planning</p> <p>Assistant Principal of Instruction and Principal will conduct frequent observations and provide timely feedback to teachers to assess effectiveness of alignment of standards and in accordance with the Danielson Framework.</p> <p>Grade teams and Department teams will conduct periodic data review and analysis as part of the inquiry cycle, with particular emphasis on sub-groups (Ells and Special Ed students).</p> <p>Common Planning times have been built into teacher schedules so that teams can collaborate as curricular and grade level teams routinely each week. In order to build teacher capacity, teacher facilitators lead each team.</p> <p>Resources have been aligned to include curriculum planning after school hours for our teachers.</p>	<p>Teachers</p>	<p>Aug –June</p>	<p>AP Supervision</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, Team Leaders, AP of Instructions will be provided with per session opportunities after school and on Saturday to support their work around revising curriculum to more effectively align with standards.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February of 2016 30% of our unit plans in each core subject will be revised.											
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We received a well-developed on our QR in 4.2 and 3.4, we increased our attendance to 85.2% for the year.</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Increase attendance to 86% for the 2015-2016 school year.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Assistant Principal of Student Services will conduct weekly Attendance Meetings with support staff reviewing current attendance data and noting trends student by students. This will generate outreach, home visits needed and planning interview processes.</p>	<p>Attendance team</p>	<p>Sept-June 2015-16</p>	<p>AP Student Services</p>

<p>Use of AIDP funding to hire additional social worker to target students with chronic absentee patterns.</p> <p>Use of staff to contact homes on Saturdays to invite parents into school for conferences with counselors.</p> <p>Attendance team use attendance heat map and kinvolved to target students who are chronically absent.</p>			
<p>Take attendance in kinvolved online platform that allows for instant text messaging of parents about students absences or latenesses.</p>	Teachers	Sept-June 2015-16	AP Sup/APO
<p>Use restorative justice practices to decrease time spent out of class.</p> <p>Celebrate student attendance trends via Grade and Department Award Ceremonies honoring students.</p>	Deans	Aug-June 2015-16	AP Student Services
	Grade Team Leaders	<del>October – June 2015-16.</del>	Grade Team and Department Team Leaders

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>We will continue to pay for Kinvoled, an online software platform for attendance and text messaging with parents. We need to pay for Kinvoled to provide professional development to teacher teams in order to best use the software. We will need to allocate funds to pay New Visions for their data support services (including tools like the Attendance Heat Map). We will pay per session to teachers who attend after school trainings in Restorative Practices and support staff who remain after school or on Saturday to conduct outreach and parental conferences.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, our YTD attendance reports will reveal an overall 86% attendance rate. .</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
We received a well-developed on 4.2 in our QR and proficient in 1.1 and 1.2. Since we are still working toward closing the opportunity gap, we will continue to increase our work in productive struggle for all students in our classes.		

**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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Increase the school-wide percentage of students receiving A’s and B’s by 5% by June 2016.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Partner with the Academic and Behavior program with Carnegie Foundation to have our 9<sup>th</sup> and 10<sup>th</sup> team leaders lead quick PDSA improvement cycles around student agency and ownership</p>	<p>9<sup>th</sup> and 10<sup>th</sup> grade teachers</p>	<p>July 2015-June 2016</p>	<p>Principal, APO, 9<sup>th</sup> and 10<sup>th</sup> grade team leaders</p>
<p>11<sup>th</sup> and 12<sup>th</sup> grade team leaders will lead cycles around increasing habits and routines in classrooms that increase student revision and reflection</p>	<p>11<sup>th</sup> and 12<sup>th</sup> grade teachers</p>	<p>Aug 2015-June 2016</p>	<p>Principal, APO, 11<sup>th</sup> and 12<sup>th</sup> grade team leaders</p>
<p>Grade team leaders will learn about student agency</p>	<p>Team Leaders</p>	<p>Aug 2015-June 2016</p>	<p>Principal, APO</p>

and lead this work with their teams supported in weekly meetings			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per-session for team leaders, work with the Academic Behaviors Pilot Institute. Teachers will be allotted per session to work with at risk students afterschool and on Saturday.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 of 2016, there will be a 2.5% increase in the school-wide number of students earning A's and B's for Final course grade compared to January 2015.											
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We received a well developed on 3.4, 4.2. On the Principal Practice Observation tool, strengths were identified in 4.1 and 1.3. We are continuing to work toward better program coherence based on our Framework for Great schools report</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Increase Program coherence on the Framework of great schools report to within 3 of the city-wide average (currently it is at 74 while the average is 83) by June of 2016.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Plan improvement cycles from the shadow a student protocol results from May/June 2015 with input from team leaders, SLT, etc</p>	<p>Teachers</p>	<p>Summer 2015, Fall 2015</p>	<p>Principal, APs</p>
<p>Introduce the facilitation tool of “circles” into Faculty meetings to increase communication and sharing across the staff.</p>	<p>Staff</p>	<p>Aug 2015-June 2016</p>	<p>AP Student services and Principal</p>
<p>Continue to support team leaders in communicating with and messaging school vision to teams</p>	<p>Team leaders</p>	<p>Sept 2015-June 2016</p>	<p>APO, AP supervision, Principal</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per-session will be used for team leader meetings. AP student services and deans and teachers will attend restorative justice trainings over summer of 2015											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 90% of all students surveyed will respond that they agree or strongly agree that they are challenged in their classrooms.											
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We received a Well-Developed on 3.4 setting and communicating high expectations to parents. We created grade specific workshops for them as well this past year which were a success. We do want to increase the actionable data/messages going home to parents so that we give them more timely feedback on how their students are doing.</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>90% of teachers will use Kinvoled to communicate with each other and families at least once each month.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Assistant Principal of Organization will review weekly and monthly reports to monitor staff usage.</p> <p>Parent Coordinator and other support staff will provide timely updates of parental/guardian information.</p>	<p>Teachers</p>	<p>Aug 2015-June 2016</p>	<p>APO</p>

Teachers will spend Parent Engagement time using Kinvoled, and we will track and monitor the ratio of positive and negative messages sent each month.			
PD for all staff on how to use Kinvoled will be conducted during our grade team meetings so that teachers understand how to access, how to view relevant data, and how to effectively communicate with families.	All Staff	Sept 2015	APO
At Sept P-T night and PTA conference in November we will advertise Kinvoled to ensure we have appropriate numbers and train parents how to use it.  Periodic data analysis along with weekly grade team meetings will provide the systems and structures to monitor how this goal is being managed and met.	Parents	Sept-Nov 2015	AP Student Services

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources will be allocated to pay for Klinvoled services and monthly PD time will be used for staff to use Kinvoled to engage parents. Support staff will work to update parental/guardian contact information in a timely fashion.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, 60% of our teachers will use Kinolved to communicate with each other and families at least once each month.

**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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All of our 9 <sup>th</sup> and 10 <sup>th</sup> graders receive extra support in class. 11 <sup>th</sup> and 12 <sup>th</sup> is determined by score on the ELA regents Reading level is used for remedial reading support. Then class grades determine students who need tutoring	Students are asked and encouraged to attend summer school if necessary. 9 <sup>th</sup> and 10 <sup>th</sup> Grade students have TAs in their classes through Blue Engine. Literacy prep courses and Humanities courses are offered during the school day to assist students in mastering skills and passing the ELA Regents exam for those who do not pass it the first time they take it. All of our 9 <sup>th</sup> graders are tested for reading level and several are then pulled into two reading classes or a humanities class for extra tutoring.	Small group in class, one-to-one, and tutoring.	Students are asked and encouraged to attend small group instruction before, during and after the school day.
<b>Mathematics</b>	9 <sup>th</sup> and 10 <sup>th</sup> graders receive some kind of support across the board.	There are TAs for in class tutoring in our Algebra and Geometry classes. Students attend target tutoring during the summer, Saturdays, and after school. We offer targeted classes for student who have not yet passed the Regents during the	Small group in class, one-to-one, and tutoring	Students are asked and encouraged to attend tutoring before, during and after the school day

		day. The Honor Society offers peer tutoring for all students.		
<b>Science</b>	Class grades determine tutoring. Liv Env. Scores determine who needs remediation in 11 <sup>th</sup> grade.	Students are asked and encouraged to attend a targeted tutoring afterschool, on Saturdays and over the summer. A Living Environment Prep courses is offered to all students who have previously failed the Living Environment Regents exam. Peer tutoring.	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
<b>Social Studies</b>	Regents scores	Students are asked and encouraged to attend a targeted Credit tutoring afterschool, on Saturdays and over the summer. A regent based/preparation course was created for students who are struggling to pass their history Regents Exams	Small group, one-to-one, and tutoring.	Students are asked and encouraged to attend tutoring before, during and after the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with IEP mandated counselling. Those with attendance between 59-85%, and those who have been referred to guidance	One on one counseling and group counseling. Especially for those students failing more than one class, with high absentee rates, and/or discipline issues. Targeted counseling for chronically absent students through an AIDP grant and Counseling in Schools	Small group, as well as 1-1	During the 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We created a rigorous interview process with set questions each attached to indicators that demonstrate the criteria that our school believes is necessary to be successful with our students. We use many of the best practices documented by The New Teacher Project, (TNTP) and work with TNTP consultants to ensure we hire the best teachers possible for our school. These include various retention strategies such as Professional Development, Leadership positions, positive feedback, team –teaching, for our strong teachers. We use an early notification system to identify future vacancies to start looking for candidates as early in the school year as possible.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
We offer our teachers many off-site professional development workshops, including many offered by Teachers College, College Board Advanced Placement, New Visions, DOE, Uncommon Schools, and others. In addition our teachers meet weekly in department and grade level teams as well as one on one with an administrator.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

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.

Our school is organized in both horizontal and vertical teams of teachers. Each team has a leader who meet with APs/Principal each week for communication and input on various decisions. In addition we use google forms to gather feedback from professional development and other staff events.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	516,173.00	X	5A,5B,5C,5D,5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$99,355	X	5C,5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,290,889.00	X	5A,5C,5D

<sup>1</sup>**Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

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

**Section 8: 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 SCEP 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.

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**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 II**, 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 II** will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 II** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

On average 4 out of 10 students that start high school in the Bronx will not graduate. There are many things that can prevent a student from earning their high school diploma. As you start your high school career, we want to make you a promise.

**You will graduate from high school and be accepted to college. You will receive scholarships, grants, and loan offers to pay for college. We will do everything in our power to insure this guarantee.\***

Your success in high school depends on a partnership between you and the school. Below is a list of what we will do for you and what we need you to do to guarantee your graduation.

<b>We will</b>	<b>You will</b>	<b>Your parent will</b>
<ul style="list-style-type: none"> <li>• Offer all NYS requirements for graduation in 4 years</li> <li>• Provide before school, lunch time, and after school tutoring</li> <li>• Offer challenging and engaging classes designed to meet and exceed</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school everyday unless an illness would endanger your safety or the safety of others</li> <li>• Arrive at school no later than 8:20 am everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Parent-Teacher Conferences in both the Fall and Spring</li> <li>• Attend at least 2 Parent’s Association meetings per year</li> </ul>

<p>the minimum requirements to graduate</p> <ul style="list-style-type: none"> <li>• Give regular and specific feedback about your progress towards college readiness</li> <li>• Help you set and prepare for your college and career goals</li> <li>• Offer opportunities to demonstrate leadership and community service in and outside of the classroom</li> <li>• Provide counseling and mediation services to help students in crisis</li> <li>• Ensure the safety of every student from bullying, threats, or fear of violence</li> <li>• Provide make up credit and test prep classes during summer school</li> <li>• Listen to and address your needs, concerns, and problems</li> </ul>	<ul style="list-style-type: none"> <li>• Attend afterschool, before school, or lunch time tutoring at least once a week</li> <li>• Attend PM, Saturday, or Summer School when assigned</li> <li>• Follow all school rules and procedures without protest</li> <li>• Treat your peers and staff with respect at all times</li> <li>• Actively participate in class (Ask questions, volunteer, listen, write, etc)</li> <li>• Alert your teacher when you do not understand what you are asked to do</li> <li>• Complete all assigned classwork, homework, and assessments to the best of your abilities</li> <li>• Be open and honest with yourself and staff about your needs and struggles</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain up to date contact information with the school</li> <li>• Ask your student what they learned in each of their classes every day</li> <li>• Make arrangements that allow you to come to the school when your child is in crisis</li> <li>• Create quiet space in the home for your child to complete homework</li> <li>• Schedule your child’s appointments to minimize school absences (afterschool, during school holidays, etc)</li> <li>• Speak with your child’s guidance counselor at least once a year to discuss your child’s progress towards college readiness</li> <li>• Attend parent workshops (i.e. FAFSA) when provided</li> <li>• Make sure student gets at least 6 hours of sleep per night</li> <li>• Check student’s grades once per month with report cards, progress reports, or online grade book</li> </ul>
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### 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 II</u>	DBN: <u>07X527</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>59</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>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</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: \_\_\_\_\_ We will be running after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will read high interest, grade appropriate text with the assistant of an ELL instructor, E Raynolds. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-11. Students will work as one group of 20 students. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

### After School Program

We will be running after school programs that provide our beginning level and selected intermediate level students with additional exposure to the English language. Students will read high interest, grade appropriate text with the assistant of an ELL instructor, E Raynolds. They will be supervised by an ESL teacher who will conference with the students and monitor each students progress. These classes will be focused on our beginning and intermediate level students in grades 9-11. Students will work as one group of 20 students. Our students who are beginner and intermediate are often part of our lowest third on which we are focused this year. One reason for focusing on these students is because increasing their individual English Proficiencies will help them pass all of their classes.

ELA/ESL Small group instruction will be from October 2014 to June 2015 for 2 days/week, Monday and Tuesday, 2 hours/day=4 hours/week for 32 weeks of after school instruction for a groups of 20 students in grades 9-12 with reading high interest texts of student choice and content specific texts when appropriate. Students will focus on reading popular fiction texts chosen by the students (ie. "The Hunger Games") with our ESL teacher 2 days per week. Title III will fund and pay per session for the ESL teacher. Our certified ESL teacher will collaboratively plan and deliver instruction in a team teaching model with a certified history teacher for one group of 20 students in grades 9-12 during 1 day a week (Wednesday) for 2 hours a day for 32 weeks. We have chosen to further support social studies because many of our ELL students struggle to pass the Global History Regents exam. Both teachers will be responsible for instruction at the same time. Students will be working together as one group. A history teacher, D Gannon, will team teach with the ESL certified teacher. They will use primary source documents pulled from prior Global History exams and teacher developed texts. Instruction began October 2014 and will run until June 2015 on Thursdays. Title III will pay per session for this History program only for the ESL teacher.

Small group instruction will be 3 days/week 2 hours/day=6 hours/week for 32 weeks = 192 hours of after school instruction with reading high interest texts of student choice and content specific texts when appropriate. Students will focus on reading popular fiction texts chosen by the students (ie. "The Hunger Games") with our ESL teacher 2 days per week. Our certified ESL teacher will collaboratively plan and deliver instruction in a team teaching model with a certified history teacher during 1 day of the 3 per week. We have chosen to further support social studies because many of our ELL students struggle to pass the Global History Regents exam. Both teachers will be responsible for instruction at the same time. Students will be working together as one group. A history teacher, D Gannon, will team teach with the ESL certified teacher. They will use primary source documents pulled from prior Global History exams and teacher developed texts. This is above and beyond the mandated minutes that the students are required under CR Part 154. Instruction began 10/1/12 and will run until June Regents (6/7/12) on

### Part B: Direct Instruction Supplemental Program Information

Mondays, Tuesdays, and Thursdays. Direct instruction will therefore use over \$9800 in teacher per session for the ESL teacher alone. The history teacher is being funded from another allocation.

### 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: Our ESL staff have a great diversity of experience from 2-8 years. Therefore our greatest PD need is to obtain greater expertise for our ESL department. Our AP of supervision, M. Flynn, and principal have arranged for each teacher to have a weekly 1 on 1 meeting to plan, discuss, and debrief high quality instruction for our ELL students. These workshops began in September and will continue until June. Since they are performed every day of the school year, it is impractical to list every date. Our ESL coordinator, E Reynolds, is mentoring 2 other ESL teachers, M Cooper and A Dondero, during our continued expansion of a push-in ESL model for ESL students in 10th grade Global History and 11th grade US History. They will work with Ms. Smith and N Sowa (content teachers) to better ELL instruction and differentiation techniques in history which has proven to be the most difficult for our ELL students. Lastly, M Flynn is working with the History department at weekly meetings to implement techniques that encourage students to speak and write more in class. Since these meetings take place every week, it would be impractical to list every date of the 36 meetings. All teachers participate in both weekly one on one coaching workshops and weekly 2 hours department workshops from September to June. The presenter at 1 on 1 coaching workshops is AP Supervision Mike Flynn and Principal K Callaghan. They take place during the school day. The presenter at weekly department workshops is ESL coordinator E Reynolds and AP Supervision Mike Flynn. They take place on Wednesday after student dismissal during staff PD time. Workshop titles tentatively include:  
Managing student behavior - September 2014  
Creating a learning environment of respect and rapport - October 2014  
Differentiated instruction - January 2015  
using questioning and discussions - November 2014  
selecting appropriate texts for low level readers - February 2015  
engaging student in learning - March 2015

### 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: Parent activities BLA II parents - including parents of ELLs - have numerous opportunities to become involved in their child's education. Our Parents Association meets monthly in the evening. Parents Association meetings include translators for parents who do not speak English. Parents may elect to serve on the School Leadership Team. In addition, teacher teams

### Part D: Parental Engagement Activities

frequently invite parents to meet with them both during and after school. Topics are chosen relevant to upcoming events in the school and the needs of parents found by our parent coordinator, B. Robinson. Parents are notified of these meetings by mail and telephone. Both modes of communication are provided in English and Spanish.

BLA II partners with South Bronx Churches, a community-based organization (CBO) which provides a number of services for parents and students. In addition, we have a relationship with Woodycrest, another CBO. Woodycrest staff members provide services to students and parents during the school day and after school. Both organizations work with our Parents Association to deliver content relevant to community needs.

Our Parent Association and Parent Coordinator survey parents annually to to evaluate their needs. Parent Association meetings, incentive programs, and other after-school activities are geared to meet the needs of parents as expressed to the Parents Association and the Parent Coordinator.

Parent workshops are held on 9/17, 10/15, 11/19, 12/17, 1/14, 2/25, 3/18, 4/22, 5/13, and 6/10.

Presenters include Parent Coordinator B Robinson, Community Organizer M Stanley, Principal K Callaghan, AP Guidance P Foy, College Counselor D Buie, Guidance Counselors T Jones and N Archibald, and other invited guests. Workshop titles may include:

FAFSA completion - 3/18

applying for college - 12/17

Helping your child study at home - 1/14

Resources for housing support - 9/17

- ELL Parents are included in all activities. Translators are always provided and invitations are made in the parents home language.

### Part E: Budget

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>07</b>	Borough <b>Bronx</b>	School Number <b>527</b>
School Name <b>Bronx Leadership Academy II HS</b>		

### 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 <b>Kate Callaghan</b>	Assistant Principal <b>Jeremy Rynders</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Elizabeth Raynolds</b>	School Counselor <b>Tyrone Jones</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Aida Goyco</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Juan Mendez</b>	Other (Name and Title) <b>type here</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>484</b>	Total number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	73	<b>Newcomers</b> (ELLs receiving service 0-3 years)	26	<b>ELL Students with Disabilities</b>	25
<b>SIFE</b>	12	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	31

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	26	6	3	16	3	4	31	3	18	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										24	21	11	4	0
Chinese														0
Russian														0
Bengali										1	4		1	0
Urdu														0
Arabic										1				0
Haitian										1			1	0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Nahuatl										1		1	1	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										4	3	1		0
<b>Emerging</b> (Low Intermediate)										2	4	4	6	0
<b>Transitioning</b> (High Intermediate)										3	6	3	2	0
<b>Expanding</b> (Advanced)										14	12	10	7	0
<b>Commanding</b> (Proficient)										0	1	2	2	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													3	1	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										5	10	6	6	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	24		4	
Integrated Algebra/CC Algebra	45		32	
Geometry/CC Algebra	13		2	
Algebra 2/Trigonometry Math _____	0		0	
Chemistry	0		0	
Earth Science	1		0	
Living Environment	40		16	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	23		4	
Geography				
US History and Government	20		10	
LOTE	5		5	
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.
  - Our school uses the Scantron performance series and the Wilson Reading Program to assess literacy levels. We have found that a majority of our students struggle with vocabulary when presented in long passages (2640 vs. 2820 on edperformance scale). It is lowest scoring section along with decoding non-fiction texts. Students tend to fair the best in fiction reading. English curricula has been adjusted to put more emphasis on vocabulary and non-fiction reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Overall our students perform better on the speaking and listening sections of the NYSELAT but lag behind in the reading and writing sections. Average scores are as follow: Writing: 5.3, Reading: 14.0, Listening: 15.1, Speaking: 16.1. This pattern is seen consistently in grades 9, 10, 11, and 12. This performance gap is mirrored in their native language as well as in our non-ELL students. Generally our students are more proficient with oral communication than with written. As a school we therefore focus a majority of our academic interventions on writing development.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

The AMAO tool reveals that a majority of our ELL students are on track for credit accumulation (69 out of 82). Of the 13 who are undercredited, 8 have significant attendance concerns. The 5 students with attendance comparable to non-ELL student that are undercredited are all either recent admits (within the last year) or have learning disabilities not related to their ELL status. This means that the single largest barrier for our undercredited ELLs is attendance. Our attendance team will meet twice per week to target student with below average attendance.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Almost all students have elected to take exams in English as their content vocabulary in their native language is limited. Teachers are using periodic assessment results to inform their instruction in stand alone ELL courses. Additionally, ELL teachers are forwarding period assessment results to content teachers along with individualized goals for ELL students. Periodic assessments are scheduled to begin 11/16/15.

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*.]  
This is a High School.
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers provide differentiated instruction to ELL students under the advice and guidance of our ELL instructors. Teachers meet in grade level based teams twice per week to review student work and data in order to make changes to their instruction. Additionally, Teachers are regularly given performance data about their ELL students from the ELL teachers in order for them to evaluate the success of their recent instruction when considering student's language development.
  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).  
We use students progress towards graduation metrics (regents results, credit accumulation) as our primary evaluation of success. ELL students will need to earn the same credits and pass the same regents as their peers in order to graduate. We believe that ELL students grad rates should be comparable to non ELL students if our program is successful. Currently 6 of 9 current ELL seniors (and 14 of 17 when including commanding students) are on track to graduate on time. This projected 82% graduation rate is on par with our non-ELL students.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
The HLIS is given to the parent by our ELL teacher team leader, Ms. Raynolds, when students first register with the school. The interview is then conducted by an ELL certified pedagogue on the 1st day the family comes to the school. If the native language is Spanish, the interview is completed by Ms. Raynolds. If the native language is French, we will use our French teacher, M Cooper. If another language is used we would require the DOE interpretation service. Students identified as ELL during this interview are given the Spanish LAB assessment and NYSITELL by our ELL coordinator, E Raynolds, within 10 days of student admision. LAB administration in Spanish will be completed by Ms. Raynolds. The NYSELAT exam is also admsinstered by our other ELL teacher M Cooper.. Our data specialist, J Rynders, will run ATS reports to identify students not tested
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).  
During the interview mentioned in question 1, the ELL certified pedagogue will use the SIFE questionnaire to determine if the student has had an interruption in education. The LENS is considered for our incoming 9<sup>th</sup> graders if the questionnaire results are inconclusive. This happens within the student's first 10 days of school.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).  
The Language Proficiency Team is responsible for identifying newly enrolled students with IEPs. If the student is coming from another school within the United States, the certified ELL teacher will follow the initial HLIS with an inquiry to the student and parent to determine if the student has an IEP. If it is determined that the student has an IEP, the LPT will meet to review the IEP, interview the student in both their native language and in English, and review any additional student work if available. AP Varinos will chair this team as the director of Special Education. Additional member will include the school's bilingual social work, L Showverer and the IEP coordinator, E Fuseyamore. E Raynolds will serve as the TESOL certified member. The parent will be included in this team meeting. Interpretation in Spanish and French will be provided by the above team members. Other languages will require the hiring of an outside translator. Students will begin ELL service within 5 days of identification. Parents are given 20 days to appeal the findings of the LPT.

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.  
Forms, in family's preferred language, are mailed to student homes and given to students in school by our parent coordinator B Robinson. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information.
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).  
The entitlement letter is printed in the family's preferred language by the ELL leader, E Raynolds. This letter is then mailed home by Parent Coordinator B Robinson. Copies of the letter are retained in the student's permanent file in the front office. The letter explains that families or student may appeal within 45 days. .
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.  
After a student is tested and found to need services, parents are invited to the school for an orientation within 5 days by mail and by phone in the parent's preferred language. Parents meet with our ELL coordinator, Ms. Raynolds (a pedagogue), who will explain to them the options available to them and help them find the program that is best suited for their child. Parents can make their selection then or return their selection form via mail or with their student. Bilingual program is the default placement when a parent survey is not returned
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Forms are mailed to student homes and given to students in school by our parent coordinator. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information. Parent surveys and program selection forms are stored in the students file in the front office. Parent program choice is monitored annually as a part of school wide programming needs by AP Varinos. All correspondence is in parents preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Forms are mailed to student homes and given to students in school by our parent coordinator B Robinson. Parents are called when forms are not returned by E Raynolds. If contact cannot be made, a family worker, G Bates, is sent for a home visit to obtain updated contact information. All correspondence is in parents preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Forms are mailed to student homes and given to students in school by our parent coordinator. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information. All correspondence is in parents preferred language. :
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Student's HLIS, entitlement or non-entitlement letters, program selections, and other relevant documents are filed with the student's cumulative records in the main office. Records are maintained by S Saunders. Documentation is available to all school staff and to families who request copies.
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.  
RLAT ATS report is used to identify all entitled students. ELL students are given a testing schedule where they are pulled from content courses in order to complete the NYSESLAT exam. Absent students are tested during a makeup testing section the next week. The testing coordinator, A Dondero, pulls the list of eligible students from ATS for the ESL coordinator, E. Raynolds. Ms. Raynolds maintains a spreadsheet tracking each students exam completion progress in order to prevent partial testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Forms are mailed to student homes and given to students in school by our parent coordinator. Parents are called when forms are not returned. If contact cannot be made, a family worker is sent for a home visit to obtain updated contact information. All correspondence is in parents preferred language. :
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).  
Parent surveys are reviewed upon student admission in order to monitor trends in parent choice. More than 90% of parents have elected a standalone ESL program. Less than 10% of parents desired a Dual Language Program for their students. As this is an insufficient number of students to create a Dual Language Program, we assisted those families in finding an appropriate program for their child at another school. We will continue to look out for dual language and bilingual teachers when hiring each year.

# 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.  
There are 2 sections of standalone ENL offered at BLA 2. One section is for 9<sup>th</sup> and 10<sup>th</sup> graders and the other for 11<sup>th</sup> and 12<sup>th</sup> graders. Both classes are focused on Entering and Emerging ENL students. These courses meet 5 periods/week for a total of 300 minutes/week. Integrated ENL is offered through co-taught instruction in 9<sup>th</sup>, 10, 11<sup>th</sup>, and 12<sup>th</sup> grade ELA courses. In all 4 grade levels, there is one ELA certified content teacher and one TESOL certified teacher.
  - 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)?  
Entering, Emerging, Transitioning, and Expanding students will receive 300 minutes per week of integrated ENL in team taught ELA course with both a certified ELA content teacher and certified ESL teacher. Commanding students will receive 120 minutes of integrated ENL service in their ELA course.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
3. Content area courses are taught with a sheltered English approach. Materials are made or modified by individual teachers to be accessible to students with limited English proficiency but relevant to CCLS course standards. ELL sheltered classes use content material from a variety of courses to assist in content specific language acquisition in addition to providing instruction on the structure and mechanics of the English language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
  4. Students are provided with translation materials whenever possible. Teachers are given access to alternative language textbooks and regents review materials. Most materials currently used are targeted towards Spanish speakers as this is our majority population as of right now. The school is currently in the process of obtaining more Spanish language texts and texts in Bengali, as this is a growing population this year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students' interim assessments are based off of the NYSESLAT exam and therefore include all 4 modalities. Students will take these assessments 3 times before their NYSESLAT exams.
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

a) Students with interruption in formal education are assisted in making the transition back to school in several ways. If students are illiterate they enrolled in a small reading class (12:1), otherwise they are placed in our ELL beginner class (12:1 in order to receive further support. Our parent coordinator and attendance team work with families in obtaining any necessary supplies for school.

- b) Students are enrolled in a team teaching ELL push in content course depending on their current credits, with a content teacher and an ELL certified instructors for 60 minutes per day (300 minutes per week). Students are additionally enrolled in a sheltered ELL course to specifically focus on their reading and writing skills for 60 minutes per day (300 minutes per week). Push in classes are programmed heterogenously by proficiency level but homogenously by grade. Pull out classes are heterogenous for grade and proficiency levell but limited to no more than 2 contiguous grade levels.
- c) Developing students highest need is typically content vocabulary acquisition and content writing skills. ELL students are given programs and instruction relevant to their individual needs. Teachers work in grade level teams twice per week to identify student needs and share best practices to teach vocabulary and writing skills.
- d) Students are enrolled in a team teaching ELL push in class with English and ELL certified instructors.. Push in classes are programmed heterogenously by proficiency level but homogenously by grade.
- e. FELLs continue to have access to native language materials in the contente classes if requested, in addition to glossaries on tests. FELLs, along with advanced ELLs, have the option to join the after school English class for continued support. Additionally, they will continue to receive 120 minutes per week in integrated ENL with team teaching.

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.

At the end of each term guidance counselors review the academic progress of all students by analyzing credit accumulation.

Students failing to make progress are brought to the attention of the AP of Guidance Varinos. If a student failing to make progress was recently re-identified they will be forwarded to the principal for evaluation of whether or not the student was adversely affected by the re-identification decision. If the student was adversely affected they will receive additional services to remediate the situation.

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?

A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials (grades 9-12) are made available in all of these classes.

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?

A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework. Additional pull out instruction is provided by their ELL teacher. A humanities class is offered as an additional pull out class for students needing help in social studies. Appropriate grade level materials are made available in all of these classes. Students are only given the supports that they are mandated to receive or that their families or teachers think would be beneficial as to ensure they have been placed in the least restrictive environment. Besides the one pull out period all other classes are in a full inclusion environment.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

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

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

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



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

Chart

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

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

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

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

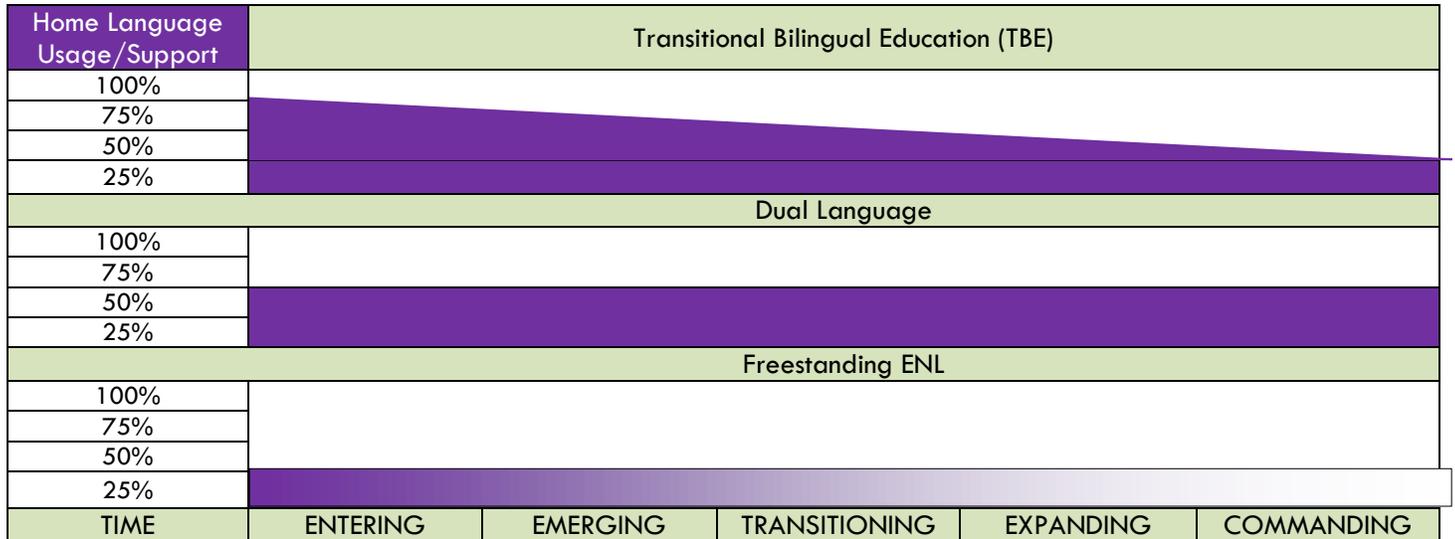


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**Team teaching is used in ELA, Math, Science, and History to lower the teacher to student ratio for targeted students. Team teaching services are typically offered in English.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Our ELLs have continued to struggle in reading and writing development more so than in listening and speaking, as demonstrated in boy the NYSESLAT and ELA regents.**
12. What new programs or improvements will be considered for the upcoming school year?  
**We have partnered with the Blue Engine Teaching Assistants program to place college educated teaching assistants in every 9th and 10th grade ELA and Math courses. This means that all 9th and 10th grade ELLs have student to staff ratio of no more than 5 to 1 in their math and ELA courses. We anticipate this will greatly improve their reading and writing performance.**
13. What programs/services for ELLs will be discontinued and why?  
**We previously offered a small (~15 student) English class for 9th grade students with struggling literacy skills (that often contained a high amount of ELL students). Additionally, we had push ELL services for 9th grade ELA classes. Since we have allocated resources for teaching assistants in those areas we have decided to discontinue the small class and move push in service to social studies and science.**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**ELL students are permitted to participate in all school programs. Students with LEP are partnered with bilingual students to assist in afterschool programs. Bilingual staff are present both before and afterschool to help students with any potential language barriers. ELL students are invited to participate in extracurricular activities during club fairs at their lunch, over public announcements, and by flyers throughout the school. ELL students are offered afterschool tutoring in all content area and english courses.**
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.  
**Bilingual dictionaries, Rosetta Stone Language Software, Alternative language textbooks, and Edge Curriculum (for Intermediate and Advanced Students)**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Native language support is provided by bilingual staff members and through partnering students with more proficient bilingual students.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Resources are purchased that are designed for use with high school age students, grade 9-12.**
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).  
**Prior to the school year new students are encouraged to attend a one week bridge program ran by our 9th grade teacher team and our community partner, Woodycrest Center for Human Development. ELLs that enroll during the school year are introduced to the school by a collaboration of the guidance counselors, ELL coordinator, and their grade level teacher team.**
19. What language electives are offered to ELLs?  
**French and Spanish.**
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.)  
Outside Professional Development will be used to support our ELL staff. ELL staff then provide ongoing PD for content teachers of ELLs, assistant principals, paraprofessionals, psychologists, secretaries, and parent coordinator. Specific PD titles and dates have not yet been made available by the city.
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) Teachers meet one period per week with their assigned supervisor to discuss curriculum plans, lesson plans and strategies aligned to the Common Core Learning Standards and how to continue to best support our ELL students in meeting these standards. This involves classroom observations, lesson study, lesson reflection, intervisitations, and reflection.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
9<sup>th</sup> grade teachers meet twice per week as a team to develop plans to meet the unique instructional needs of students making the transition from 8<sup>th</sup> to 9<sup>th</sup> grade. All incoming 9<sup>th</sup> grade students are also invited to a week long summer bridge program in August.
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.

Teachers' grade level teams meet twice per week in order to use a inquiry cycle approach to professional development. In order to ensure that at least 15% of this time is used to improve instruction for ELL students, teachers will select at 15% of their target students from the ELL population. This will ensure that at 15% of time is used to meet the needs of ELL students. ENL teachers will choose more than 50% of their target students from the ELL population to ensure that their professional development is focused on ESL students more than 50% of the time.

## 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?  
Our ESL coordinator, E Raynolds will be given a 4 period/week comp time position to allow sufficient times to host these meetings during the school day. Most of our ESL population is Spanish speaking and can be handled directly by E Raynolds (Bilingual in English and Spanish). Meetings in french can be translated by our french teacher and ESL teacher M Cooper. Meetings in other languages will require DOE translation services.
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.  
We emulate the procedures in place for holding annual review meetings with SWDs. A invitation letter will be mailed home and filed in the student's file. During the meeting, the ESL coordinator E Raynolds will maintain minutes of what is discussed. These minutes along with a signed attendance page for those taking part in the meeting will be kept in the student's file.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parent association meetings take once per month and with spanish language translation provided via headset. Half of front office staff is biligual in English and Spanish to ensure parents can be greeted in their native language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school is partnered with two community support organizations, South Bronx Churches and Woodycrest Center for Human Development.
5. How do you evaluate the needs of the parents?  
Parent surveys and parent coordinator feedback.
6. How do your parental involvement activities address the needs of the parents?  
Parent coordinator works to provide workshops relevant to parent needs. Workshops include: college readiness, FAFSA information, internship and job training, etc.

#### **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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rose LoBianco	Principal		1/1/01
Jeremy Rynders	Assistant Principal		1/1/01
Betty Robinson	Parent Coordinator		1/1/01
Elizabeth Raynolds	ENL/Bilingual Teacher		1/1/01
Aida Goyco	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tyrone Jones	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 07X527**

**School Name: Bronx Leadership Academy II**

**Superintendent: Juan Mendez**

**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](http://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.

Each year all students are required to submit a updated emergency contact card (aka blue card). The language preference information from these cards is updated in ATS. This ensures that our language preferences are updates at least annually. They are also updated if a parent calls to update their information mid year. We then download our schools language preferences report from the LAC resources page to drive the decisions on how school wide communications will be sent.

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.

Parent language preference is almost identical for written versus oral. 60% prefer English. 37% prefer Spanish. Less than 1% prefer: Albanian, Fulani, Hatian Creole, Mandingo, Nahuatl, Soninke, Twi, Wolof, ASL, and Zulu. 1% prefer Bengali and French.

## Part B: Creating a Communications Calendar

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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.)

School Uniform Description  
Emergency Contact Information  
Field Trip Permission Slips  
Graduation Guidelines  
Report Cards and Transcripts  
School Calendar  
Parent Teacher Conference Schedule

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.

9<sup>th</sup> Grade Summer Bridge  
Fall and Spring Parent Teacher Conferences  
Monthly Parent Association Meetings  
Annual Review of IEPs  
Annual ESL Progress Conferences  
Guidance Counselor Academic Progress Meeting

## 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.

Written translation of documents to Spanish and French will be completed by school personnel. Other languages will require the assistance of the Translation Unit. The school allocates additional funds to have bilingual staff available 1 hour before school and 2 hours after school on a daily basis to assist in the bulk of translation needs.

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.

99% of interpretation needs can and will be met with bilingual school staff. The Interpretation unit phone service will be required for our parent that speak low incidence languages.

#### **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.)

Translation Unit services are advertised annually via staff email.

#### **Part E: Providing Notice of Language Assistance Services**

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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

All parents are provided with the Bill of Parent Rights and Parents Guide to Language Access via mail by the parent coordinator when their child enrolls in the school. The school has posted the welcome poster and Language ID guide at the entrance of the school building by the school safety desk.

#### **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)

Parents are surveyed twice per year by the parent coordinator on a variety of parent-school interaction related issues. The results of the survey are shared with school administration for planning purposes.