

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X551

School Name:

THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS

Principal:

BRANDON CARDET

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Urban Assembly Bronx Academy of Letters School Number (DBN): 07x551
Grades Served: 6-12
School Address: 339 Morris Avenue
Phone Number: 718-401-4891 Fax: 718-401-6626
School Contact Person: Brandon Cardet-Hernandez Email Address: bcardet@schools.nyc.gov
Principal: Brandon Cardet-Hernandez
UFT Chapter Leader: Jake Thomas
Parents' Association President: _____
SLT Chairperson: Lisa Monge
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 07 Superintendent: _____
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brandon Cardet-Hernandez	Principal	
Jake Thomas	UFT Chapter Leader	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

When the Bronx Academy of Letters opened its doors as a high school in September 2003, our founders – a dedicated team of students, parents, teachers, and community leaders – were united by a single idea: students who can express themselves clearly in writing will meet with more success on any path they choose in life. Today, our rigorous, college-preparatory academic program spans grades six through twelve. Our curriculum includes advanced placement and honors courses, senior and master-level arts electives, and academic intervention services.

Bronx Academy of Letters is part of The Urban Assembly (UA), a network of 22 public schools throughout New York City. UA is dedicated to empowering underserved youth by providing them with the academic and life skills necessary for college and career success. UA works with the NYC Department of Education to create and manage public schools where all students graduate and attain success in college and careers. UA works towards this goal by providing UA schools with intensive support around instruction, college readiness and student opportunities.

Mission

In addition to challenging academic work, we are also committed to promoting flexible, self-motivated learning *outside* of the classroom. Our teachers facilitate a wide variety of extracurricular programs, including student government, gay-straight alliance, drama, art, dance, cooking, book / library club, senior graduation, prom, and yearbook committees, and athletics such as basketball, baseball, soccer, and martial arts. During the year, our students participate in regular field trips to arts institutions, community outreach centers, job sites, colleges, and universities.

At Bronx Letters, our programs are each firmly grounded in the values of vision, integrity, tenacity, compassion, self-expression, and inquiry. Our graduates are highly articulate, critical readers and writers, fully prepared to tackle the opportunities they'll discover in college and careers. They are capable problem solvers. They take pride in their independence, organization, and confidence. They celebrate engagement with and service to the community. They are healthy, energized, and fit. They cultivate and pursue wide and varied ambitions to be anything from poets, journalists, and musicians to politicians, doctors, and scientists. They are ready to maximize their learning and growth – not only during college years, which serve as the gateway to so much future opportunity and success, but throughout their lives.

Writing

Of all the small, theme-based public schools in New York City, Bronx Letters has consistently been at the forefront in supporting its theme—in our case, the basic and essential skill of writing. Writing is the foundation of our academic program. We have regular assemblies, the Writers' Forums, in which writers of all genres present their work to our students; and, as a supplement to our already rigorous writing program, our students run their own newspaper, *The Raven*, and literary magazine, *One Pen*. But it is through our Writer in Residence (WIR) that our students have the rare chance to truly feel like writers, to see writing as a vital art form that grows out of academic rigor to become something bigger. Our WIRs are professional writers who have spent years developing their skills and expertise. Additionally, our MS students are assigned to double blocks of ELA (one with a writing focus and one with a reading focus) and thanks to a generous grant, we are able to provide LightSail reading across the 6-8 (a digital reading program that creates a Lexile appropriate e-library for students). In addition to double blocks of ELA, students are also in reading periods. Our partnership with Behind the Book, introduces our students to writers as they engage in the writing process and create a class book themselves.

Arts

Arts programming is a high priority for BAL as the connection between the written word and artistic expression is paramount. Students have access to visual arts and dance, in addition to our Actors in Residence (AIR) where actors will be working with our students in the interdisciplinary field of theater.

Advisory

The Letters advisory system provides teachers and students with the opportunity to develop long-term relationships, both inside and outside the traditional classroom, and contributes to a strong sense of community within our school. Through this system, students gain advocates they know and trust. Each advisory group consists of 12 to 15 students and one staff member. As part of the advisory curriculum, freshmen practice leadership, communication, and study skills. Sophomores, juniors and seniors work with advisors to create academic plans that will prepare them for life after high school. Middle school students develop the skills for high-school readiness. Additionally, advisory is where we will strengthen our work with Restorative Justice and run circles with our students.

Enrichment

The Bronx Academy of Letters is committed to ensuring that every student is meaningfully engaged during his or her out-of-school time, both during the school year and in the summer. Our enrichment coordinator supports students with placement into exciting student internships, arts programs, community service opportunities, and pre college programs. Our partnerships with TriLatino, The Moth, Great World Text, Jazz at Lincoln Center, Junior State of America, Let's Get Ready and many more- allow our students to engage in rich experiences inside and outside of the class. Additionally, our MS is part of the MS Quality Initiative and has a full after-school partnership with Eastside Community House, where students engage in daily activities from homework help, cooking, step, dance and a book club. Across the 6-12 students are able to access art enrichment afterschool with partnerships that provide acting classes and musical training. Additionally, every Bronx Letters student travels annually as part of a series of grade-wide trips, whether to a local arts institution, an outdoor education camp, or to another city for a college tour. Finally, many students have the opportunity and financial support through the UABAL Advisory Board to travel overseas at least once during their high school experience. Current students have had the opportunity to visit countries including England, Thailand, Peru, South Korea, Spain, Morocco and Dominican Republic.

Student Leadership

Students at Bronx Letters participate in a variety of student led programs. Peer Group Connection (PGC) is a student leadership course that matches 11th and 12th grade mentors, or "peer leaders" with small groups of 9th graders. Our House Council consists of students across the 6-12 representing their peers through planning and implementing engaging and celebratory Founders' Day assemblies as well as events like Field Day and our annual Thanksgiving Celebration. There are also students who spend their free time helping to tutor their peers at our school's Writing Center and others who help to resolve conflict through our Peer Mediation program. This year, we have also launched a United Playaz program at the school to target leadership through community organizing and youth voice.

College

A chief goal of our academic program is to prepare our students for successful study at whatever college they choose to attend. The college office works with students to establish a culture that understands the significance of the college essay, detailed resume, college selection process, and graduation requirements. Students in MS begin this exploration through college trips and students in HS take part in Let's Get Ready, an after-school SAT prep as well as heightened access to the College Office. Additionally, during the spring semester of their junior and senior years, students work with the College Counselor to prepare for college life and independence. Our students have attended SUNY Stony Brook, SUNY Albany, SUNY Binghamton, CUNY-Baruch Honors Program, Northeastern, Fordham, Temple, University of New Haven, Johnson & Wales, University of Rochester, Sarah Lawrence, Skidmore, Wesleyan, and Columbia, among others.

Strengths:

- 85.3% of 9th graders earned enough credit to be on track for graduation
- 6 yr graduation rate (89%) is extremely strong compared to city (73%) and borough (65%)
- School Environment overall is solid, will need to enhance teacher perception and experience to show growth in 14-15
- Post-Secondary Enrollment rate at 6 months is great- 70% and 75.4% of peers.
- Post-Secondary Enrollment rate at 18 months- also strong at 71.3% but not as strong against peers at 62.2%
- School excels in moving students to Least Restrictive Environments
- Student gains from incoming prof. levels to Regents is strongest in ELA, followed by Math, Science and then US.
- For our peer group- College and Career Readiness is strong, exceeds our target in nearly every area.
- Student Progress in ELA for IEP students is strongest amongst performance outcomes.
- 95% of former 8th graders earn enough HS credit to be on track as 9th graders.
- School excels in moving students to less restrictive environments

Concerns:

- Credit accumulation in Year two
- Global performance on Regents. Global increased to a 65.22% pass rate in SY14-15 from a 29.8% pass rate in SY13-14.
- Math performance on Regents. Algebra Regents pass rates dropped from 65.82% in SY13-15 to 35.71 in SY14-15. Geometry Regents pass rates dropped from 60% in SY13-14 to 18.52% in SY14-15.
- Four year graduation rate
- Performance on MS State Exams in both ELA/Math at 24% of peer group for each.
- Course pass rates, while reflective of student performance are low compared to city and district averages
- Student/Teacher satisfaction and perception on School Environment areas is low.
- ELL outcomes on State Math and ELA are lowest amongst special populations.
- Attendance last year was at 89.7%.

In order to shift teacher satisfaction and perception, while also yielding results in credit accumulation, state exams, attendance and graduation, a deep and meaningful shift has to be made to teacher support teacher preparedness through planning. Restructuring teacher teams, distributing teacher leadership and focusing teacher planning on

common core alignment and performance tasks will allow strategic data tracking while also improved pedagogical approaches. Additionally, increased 6-12 community events will strengthen the learning environment, develop whole-school cohesion and build a culture of unity. The strengthen credit accumulation within our HS, we are now moving from a 7 period day to a 9 period day. Two of those periods will be student choice electives. High school students in 9th and 10th grade will have access to double blocks of ELA (Writing and Literature). To strengthen performance growth in the MS, MS students will have double blocks of ELA and Math and will take reading electives with Lightsail Reading.

07X551 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	597	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	24	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	4	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.0%	% Attendance Rate	86.7%
% Free Lunch		88.5%	% Reduced Lunch	3.4%
% Limited English Proficient		13.7%	% Students with Disabilities	23.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.1%
% Hispanic or Latino		68.7%	% Asian or Native Hawaiian/Pacific Islander	0.7%
% White		1.0%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.21	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	19.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.5%	Average Teacher Absences (2013-14)	3.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		4.1%	Mathematics Performance at levels 3 & 4	3.7%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	21.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		54.7%	Mathematics Performance at levels 3 & 4	55.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		85.3%	% of 2nd year students who earned 10+ credits	55.3%
% of 3rd year students who earned 10+ credits		69.5%	4 Year Graduation Rate	65.4%
6 Year Graduation Rate		88.9%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
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		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		NO		
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		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		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		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	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

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

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

Part 1 – Needs Assessment

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

Strengths

- “The school's focus on preparing student in verbal and written expression through literacy across the content supports high expectations ensuring students are provided with opportunity and support for clear paths to college and career.” (QR)
- “Students are expected to produce work that is similar to the demands they will face in post-secondary courses. Extended writing tasks such as research-based exhibition projects are judged by a panel, based on a rubric that assesses quality of the investigation, findings, and presentation. For students that struggle to meet expectations, teachers are available after school for extra individualized and small group help and provide students with opportunities to complete missed work, thus supporting all students towards attaining high expectations. Teachers submit course syllabi and unit plans much in the way this is done in college, and expectations for teacher practice are shared via frequent staff meetings and ongoing professional development, which engages teachers in studying the components of practice in the Danielson framework.” (QR)
- “Administrators and staff meet regularly with teachers and engage in professional development and study groups focused on building a shared understanding of the instructional practices and prioritized goals based on the Danielson Framework. Individual planning conferences with the principal, resulting in goal setting for teachers, were held at the beginning of the year and a structure for frequent cycles of observation and feedback was established. Teachers state that they participate in professional development and study groups around the Danielson competencies.” (QR)
- “... they receive feedback from their colleagues and new teachers receive differentiated support from administrators and mentors. Although teachers articulate that they are aware of the school wide goal to improve how they facilitate student discussions and employ instructional moves that increase student ownership, feedback about their practice is inconsistent across grades. The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year.” (QR)
- Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teacher and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons.” (QR)
- 85% earn 10+ credits in 9th grade (School Quality Snapshot)
- “Teachers create rubrics and analyze data from common assessments... resulting in adjustments to curriculum and instruction to meet students learning needs.” (QR)
- 72% of teachers were provided with content support (Learning Environment Survey)
- Teachers meet weekly in departments and grade teams

- Instructional Leads meet weekly with Admin
- Cabinet meets weekly with Admin
- Instructional Triad (Principal and 2 Instructional APs) meets weekly to plan and revise teacher PD (2014-15 SY)
- Teacher PD is sequenced in thematic weekly PD plan, aligned to instructional foci and planned with goals, objectives, benchmarks and assessments. "A" weeks are Instructional Foci aligned. B weeks are workshop options and planning)
- Classroom Management Book Club meets bi-weekly with AP
- Classroom Management Execution Clinic meets bi-weekly and is led by Instructional Lead of the math department
- Quarterly Intervisitations
- Quarterly Instructional Lead Department Walkthroughs
- Double blocks of ELA and Math in the MS (2015-16 SY)
- Lightsail Reading program across the MS (2015-16 SY)
- Double blocks of ELA in HS 9 and 10th (2015-16 SY)

Needs

- “Targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally. For a set of teachers, there has been no formal feedback. As a result of inconsistency in observations and the feedback cycles for teachers, there are many missed opportunities to improve pedagogical practice across the school.” (QR)
- “Increase consistency of effective instructional strategies across grades and content areas so that all students are engaged in discussions and tasks that reflect higher order thinking and reflection” (QR)
- “Ensure that structures of observation and teachers practice using the Danielson framework result consistent feedback across grades” (QR)
- “In classrooms visited across grades and subject areas, school wide expectations for instructional strategies such as questioning, small group work, high levels of student engagement and participation, were inconsistent.” (QR)
- In several middle school classrooms for example, although lessons were aimed at engaging students in analyzing text and sharing their reflections, the majority of instructional time was teacher-directed and provided little opportunity for student self-directed learning or discovery. Teachers ask many higher order questions that require inference such as, "What do you think the article is saying?", but these are followed by minimal wait time or the teachers' own examples and summaries, limiting time for student reflection and engagement in discussion.” (QR)
- In a special education class, students observed as the teacher provided an example of an exhibition project. However, most students were passive and did not engage in meaningful reflection or discussion. On the other hand, activities and tasks embedded in high school lessons related to students' culminating exhibition projects include higher order skills in discussion and writing and produce opportunities for students' natural engagement in feedback

to peers. For example questions initiated by students in a geometry lesson, included a student asking if they could use a previously learned process to construct angle bisectors.” (QR)

- “In a Socratic seminar, students engaged in a higher order discussion while the teacher served as a facilitator. Additional higher order discussion and participation with rich content vocabulary was observed in an Introduction to Rhetoric class in which students determined which element of rhetoric they could infuse into an end-of-year essay requiring them to convey their high school journey. However, this level of discussion was not the trend for most of the lessons observed.” (QR)

- The inconsistent use of questioning strategies and student involvement in their own learning results in many missed opportunities to cognitively engage all students and hinders the schools’ strong attempts to promote higher order thinking.” (QR)

- 4% met state standards on MS ELA (School Quality Snapshot)

- 4% met state standards on MS Math (School Quality Snapshot)

- 84% pass rates in core subjects in MS (School Quality Snapshot)

- College readiness rate is 21% in HS (School Quality Snapshot)

- 65% graduation rate with 4 years (School Quality Snapshot)

- 55% of 10th graders earned enough credits to be on track for HS graduation (School Quality Snapshot)

- “... work towards common core alignment” (QR)

Part 2 – Annual Goal

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

To ensure improved common practices and more rigorous instruction across the 6-12, teachers will co-develop five Common Core aligned units per-teacher with five common core aligned performance tasks by the end of the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will identify key Common Core power standards within each department. Departments will break standards down into skills.</p>	<p>Teachers</p>	<p>September</p>	<p>Instructional Leads, Assistant Principals, Principal</p>
<p>Teachers will revise units to incorporate Common Core Power Standards and skills. This will occur in five cycles throughout the year.</p>	<p>Teachers</p>	<p>Cycle One: September</p> <p>Cycle Two: November</p> <p>Cycle Three January</p> <p>Cycle Four: March</p> <p>Cycle Five: May</p>	<p>Instructional Leads, Assistant Principals, Principals</p>
<p>Teachers will co-develop and revise Common Core aligned performance tasks aligned to the Common Core Power Standards and skills identified by the department and co-signed by administration.</p>	<p>Teachers</p>	<p>Cycle One: September</p> <p>Cycle Two: November</p> <p>Cycle Three January</p> <p>Cycle Four:</p>	<p>Instructional Leads, Assistant Principals, Principals</p>

		March Cycle Five: May	
Teachers will implement tasks, collect data and do a gap-analysis in order to support and customize learning to continue to accommodate for skill gaps.	Teachers	Cycle One: September Cycle Two: November Cycle Three January Cycle Four: March Cycle Five: May	Instructional Leads, Assistant Principals, Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional Leads will meet weekly on Tuesdays between 4:15-5:15pm in order to strengthen common core bandwidth and instructional leadership											
Per-session will be used to compensate Instructional Leads											
Teachers will plan during Wednesday PD session and weekly department meetings											
Teachers will have coverages for department retreats 2X per year											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Each cycle will serve as an opportunity to monitor progress. Instructional Leads and Cabinet will analyze data trends.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Strengths

- “79% of students feel safe in hallways, bathrooms, locker rooms and cafeteria” (Learning Environment Survey)
- “63% of students say that most students in the school treat each other with respect” (Learning Environment Survey)
- “School provides a safe and nurturing learning environment that values student voice in decision making and supports the academic and personal growth of diverse learners.” (Quality Review)
- “92% of parents are satisfied with the education their child has received.” (Learning Environment Survey)
- ESI Grant (9-12)
- Peer-Group Connections (9-12)
- GSA (6-12)
- House Council (6-12)
- Advisory Program (6-12)
- Community Garden and Farm Stand (6-12)
- East-Side Community House Middle-School After School Program- 5X per week with full-time program coordinator and part-time social worker (6-8)
- Restorative Justice & Suspension Prevention Interventions (6-12)
- Peer-Mediation (6-12)
- Men’s Group (9-12)
- Making Theater (9-12)
- Community Mural Project with partner organization DreamYard
- Choir (6-12)

- PSAL
- Jiu Jitsu (6-12)
- Young Runners (6-12)
- Three Writers In Residence (6-12)
- One Pen (Literary Magazine)
- Raven (Student Newspaper)
- Writers Forum (6-12)
- Founders Day Assembly (9-12)
- House Council Assembly 9-12)
- House Council Assembly (6-8)
- Full-time program coordinator
- Full-time college counselor
- Full-time social worker
- Full-time guidance counselor
- College trips (6-12)
- School Culture Team with weekly Kid-Talk (2014-15 SY)

Needs

- 6-12 cohesion (evidenced in lack of continuity in community events and instructional continuity indicated in the QR)
- 6-12 community building
- 37% of 8th graders move from MS to HS within the building
- 17 new teachers in 2014-15 SY
- 125 suspensions in 2014-15 SY

Part 2 – Annual Goal

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

In order to improve school culture, develop unity amongst our 6-12 community, and strengthen a safe and supportive environment within our school, students and staff will engage in three community-wide events prior to the end of the 2015-16 SY leading to 40% retention between 8th and 9th grade

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
House Council (MS), House Council (HS) and Senior Committee will collaborate on planning and executing our 2 nd annual Thanksgiving Assembly	Students, Staff, Alumni, and Families	September-November	House Council, Senior Committee, Principal, APs, and program advisors
House Council (MS) and House Council (HS) will collaborate on a first-ever School-Wide Award Ceremony highlighting student successes and celebrating student achievement across 6-12.	Students, Staff, Alumni, and Families	February	House Council, Senior Committee, Principal, APs, and program advisors
End of Year School-Wide BBQ in order to bring together the entire community, celebrate the end of a school year and acknowledge our 6-12 community	Students, Staff, Alumni, and Families	June	House Council, Senior Committee, Principal, APs, and program advisors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Schedule adjustments for school-wide events, building council agreement on shared space utilization, organizational support for student-led events, donations for End-of-Year BBQ										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

Admin meets weekly to review programmatic work. In October, January and May admin will begin to execute the three activities/strategies listed in the action plan. Following each event, we will come together as a community to reflect on success and next steps.

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

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

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

Part 1 – Needs Assessment

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

Strengths

- “The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year.” (QR)
- “The school's focus on preparing student in verbal and written expression through literacy across the content supports high expectations ensuring students are provided with opportunity and support for clear paths to college and career. Students are expected to produce work that is similar to the demands they will face in post-secondary courses. Extended writing tasks such as research-based exhibition projects are judged by a panel, based on a rubric that assesses quality of the investigation, findings, and presentation.” (QR)
- “For students that struggle to meet expectations, teachers are available after school for extra individualized and small group help and provide students with opportunities to complete missed work, thus supporting all students towards attaining high expectations. Teachers submit course syllabi and unit plans much in the way this is done in college, and expectations for teacher practice are shared via frequent staff meetings and ongoing professional development, which engages teachers in studying the components of practice in the Danielson framework.” (QR)
- “Parents say the staff and administrators are in constant communication via phone, email, and in-person, to keep them abreast of their children's progress and provide them with strategies to help their children meet goals. As a result, the school has already exceeded goals in credit accumulation as evidenced by a 10% increase in the percentage of students earning 10 plus credits in the first year of high school, and a 25% increase in the percent of students in the lowest third earning 10 plus credits in their first year “ (QR)
- “Administrators and staff meet regularly with teachers and engage in professional development and study groups focused on building a shared understanding of the instructional practices and prioritized goals based on the Danielson Framework. Individual planning conferences with the principal, resulting in goal setting for teachers, were held at the beginning of the year and a structure for frequent cycles of observation and feedback was established.
- “Teachers state that they participate in professional development and study groups around the Danielson.” (QR)
- They also say they receive feedback from their colleagues and new teachers receive differentiated support from administrators and mentors.” (QR)
- 72% of teachers were provided with content support (Learning Environment Survey)
- Teachers meet weekly in departments and grade teams (2014-15 SY)
- Instructional Leads meet weekly with Admin (2014-15 SY)

- Cabinet meets weekly with Admin (2014-15 SY)
- Instructional Triad (Principal and 2 Instructional APs) meets weekly to plan and revise teacher PD (2014-15 SY)
- Teacher PD is sequenced in thematic weekly PD plan, aligned to instructional foci and planned with goals, objectives, benchmarks and assessments. "A" weeks are Instructional Foci aligned. B weeks are workshop options and planning (2014-15 SY)
- Classroom Management Book Club meets bi-weekly with AP (2014-15 SY)
- Classroom Management Execution Clinic meets bi-weekly and is led by Instructional Lead of the math department (2014-15 SY)
- Quarterly Inter-visitations (2014-15 SY)
- Quarterly Instructional Lead Department Walkthroughs (2014-15 SY)

Needs

- Units not aligned to Common Core
- Vertical alignment is not fully realized
- Common instructional practices are not fully realized
- Horizontal alignment is not fully realized
- Limited opportunities for 6-12 staff to collaborate based on PD timing
- “Increase consistency of effective instructional strategies across grades and content areas so that all students are engaged in discussions and tasks that reflect higher order thinking and participation” (QR)
- “Ensure structures for observation and evaluation of teacher practice, using the Danielson Framework, results in consistent feedback to teachers across grades thus promoting teacher development and improvement school-wide.” (QR)
- “In classrooms visited across grades and subject areas, school wide expectations for instructional strategies such as questioning, small group work, high levels of student engagement and participation, were inconsistent.” (QR)
- “In several middle school classrooms for example, although lessons were aimed at engaging students in analyzing text and sharing their reflections, the majority of instructional time was teacher-directed and provided little opportunity for student self-directed learning or discovery. Teachers ask many higher order questions that require inference such as, "What do you think the article is saying?", but these are followed by minimal wait time or the teachers' own examples and summaries, limiting time for student reflection and engagement in discussion.” (QR)
- “In a special education class, students observed as the teacher provided an example of an exhibition project. However, most students were passive and did not engage in meaningful reflection or discussion. On the other hand, activities and tasks embedded in high school lessons related to students' culminating exhibition projects include higher order skills in discussion and writing and produce opportunities for students' natural engagement in feedback to peers. For example questions initiated by students in a geometry lesson, included a student asking if they could use a previously learned process to construct angle bisectors.” (QR)

- “In a Socratic seminar, students engaged in a higher order discussion while the teacher served as a facilitator. Additional higher order discussion and participation with rich content vocabulary was observed in an Introduction to Rhetoric class in which students determined which element of rhetoric they could infuse into an end-of-year essay requiring them to convey their high school journey. However, this level of discussion was not the trend for most of the lessons observed. The inconsistent use of questioning strategies and student involvement in their own learning results in many missed opportunities to cognitively engage all students and hinders the schools’ strong attempts to promote higher order thinking.” (QR)
- “Although teachers articulate that they are aware of the school wide goal to improve how they facilitate student discussions and employ instructional moves that increase student ownership, feedback about their practice is inconsistent across grades.” (QR)
- “Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teacher and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons. This targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally.” (QR)
- “For a set of teachers, there has been no formal feedback. As a result of inconsistency in observations and the feedback cycles for teachers, there are many missed opportunities to improve pedagogical practice across the school.” (QR)

Part 2 – Annual Goal

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

In order to strengthen school wide expectations, instructional strategies and to deepen the work of our school-wide instructional focus (assessment and grouping) within five cycles, teachers will collaborate around performance task data to ascertain skill gaps within instruction and to then turn-key instructional shifts that will address these gaps. This will result in weekly teacher meetings and professional development that will provide space and support to develop three Common Core aligned performance tasks per-teacher. As a result, we will see a 10% increase in MS ELA and Math scores and a 10% increase in credit accumulation in year two.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will co-develop and revise Common Core aligned performance tasks aligned to the Common Core Power Standards and skills identified by the department and co-signed by administration. This will occur in three cycles through the year</p>	<p>Teachers</p>	<p>Cycle One: September</p> <p>Cycle Two: November</p> <p>Cycle Three January</p> <p>Cycle Four: March</p> <p>Cycle Five: May</p>	<p>Instructional Leads, APs, Principal</p>
<p>Teachers will co-develop rubrics to align to task evaluation. Rubrics will be developed in teacher teams and with a critical lens on team-identified power standards and skills. This will occur within three cycles.</p>	<p>Teachers</p>	<p>Cycle One: September</p> <p>Cycle Two: November</p> <p>Cycle Three January</p> <p>Cycle Four: March</p> <p>Cycle Five: May</p>	<p>Instructional Leads, APs, Principal</p>

<p>Teachers will implement tasks, collect data and do a gap analysis in teacher teams. This will occur in three cycles.</p>	<p>Teachers</p>	<p>Cycle One: September</p> <p>Cycle Two: November</p> <p>Cycle Three January</p> <p>Cycle Four: March</p> <p>Cycle Five: May</p>	<p>Instructional Leads, APs, Principal</p>
<p>Teachers will revise unit and lesson plans based upon student skill gaps in order to more effectively target student skill needs as evidenced in gap analysis</p>	<p>Teachers</p>	<p>Cycle One: September</p> <p>Cycle Two: November</p> <p>Cycle Three January</p> <p>Cycle Four: March</p> <p>Cycle Five: May</p>	<p>Instructional Leads, APs, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tuesday Instructional Lead Meetings, Cabinet Meetings, weekly department meetings, weekly team meetings, Wednesday PD sessions, Instructional Triad planning and reflection, per-session for Cabinet and Instructional Leads.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

Part 5 – Progress Monitoring

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.

Given the cycles that we are moving through, there are actually five points throughout the year where Instructional Leads and Administration are measuring and evaluating success (See Action Plan). In order to meet the goal, Cabinet will provide space for data analysis and instructional leads will facilitate the instructional shifts in planning and implementation. Each week we have an Instructional Triad meeting where we analyze data, discuss instructional practice and plan/develop professional development. Three times per year (December, March, June), instructional triads will analyze performance data, reflect on shifts and next steps, and celebrate successes. Admin team will analyze quarterly pass rates to assess that credit accumulation is on track for growth in year two.

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

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

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

Part 1 – Needs Assessment

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

Strengths

- “The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year. Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teachers and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons. “ (QR)
- 72% of teachers were provided with content support (Learning Environment Survey)
- Teachers meet weekly in departments and grade teams (2014-15 SY)
- Instructional Leads meet weekly with Admin (2014-15 SY)
- Cabinet meets weekly with Admin (2014-15 SY)
- Instructional Triad (Principal and 2 Instructional APs) meets weekly to plan and revise teacher PD (2014-15 SY)
- Teacher PD is sequenced in thematic weekly PD plan, aligned to instructional foci and planned with goals, objectives, benchmarks and assessments. "A" weeks are Instructional Foci aligned. B weeks include workshop options and planning (2014-15 SY)
- Classroom Management Book Club meets bi-weekly with AP (2014-15 SY)
- Classroom Management Execution Clinic meets bi-weekly and is led by Instructional Lead of the math department (2014-15 SY)
- Quarterly Inter-visitations (2014-15 SY)
- Quarterly Instructional Lead Department Walkthroughs (2014-15 SY)
- Attendance at APO/API institutes for 3 APs (2014-15 SY)
- Weekly Operational Team Meeting (2014-15 SY)
- Clearly articulated roles and responsibilities amongst administration (2014-15 SY)

Principal Reflection: As the new leader at the school, I have aimed to incorporate shifts in organizational leadership that will net results. Teacher leadership is at the center of the instructional initiatives and how we are thinking about moving the instructional needle. Through a Cabinet and 6-12 Instructional Leads, leadership is developed and distributed across teacher teams. As leadership is developed amongst teachers, our Admin Meeting and Instructional Triad (Principal, AP Garry and AP Rowe) bring together school administration in planning, reflecting and executing instructional shifts and moves inclusive of teacher organization, PD and coaching sessions. Organizational leadership is focused on developing an Operations team that can support in sustaining the instructional vision and support culture shifts in the school. Through weekly Operations meetings and 1:1 check-ins with operations staff, there is a heightened level of support for sustaining and managing the organization capacity of our school. In terms of culture, I have implemented a Culture Team meeting in which is comprised of Deans, Guidance and Social Workers in order to address escalated student behavior in a Kid Talk process. Enrichment and College Counseling are also supported in 1:1 weekly meetings that look at next steps and data analysis.

Needs

- "...targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally. For a set of teachers, there has been no formal feedback. As a result of inconsistency in observations and the feedback cycles for teachers, there are many missed opportunities to improve pedagogical practice across the school." (QR)
- Developing QR indicator 1.2
- Developing QR indicator 4.1
- 60% of teachers stated that the "principal knows what is going on in my classroom" (Learning Environment Survey)
- 54% of teachers stated that "school leaders give me regular and helpful feedback about my teaching" (Learning Environment Survey)
-

Part 2 – Annual Goal

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

In an effort to improve student learning outcomes and strengthen leadership capacity amongst teachers and administrators, we will develop and maintain systems for distributive leadership across administration and teacher teams. In turn, teachers will plan and implement professional learning communities, alongside administrators, that will result in unified weekly exercises and activities across departments and grades teams within our 6-12. This will result in a 5% increase on the Learning Environment Survey statement "principal knows what is going on in my classroom" at the end of the year

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Principal and APs will identify roles and responsibilities for administration. Identify roles and responsibilities for cabinet members and instructional leads and reflect and revise those roles quarterly.	Admin and Teachers	September	Principal and AP
Principal will have 1:1 weekly meetings with Assistant Principals	Admin	On-going	Principal
Principal and two instructional APs will meet weekly for the Instructional Triad meeting in order to reflect on professional development, plan for next steps, and debrief observations/coaching.	Admin	On-going	Principal
Distributive Leadership Focused Meetings: Instructional APs will lead weekly Cabinet Meetings and Instructional Lead meetings, following feedback and collaborative inquiry during Instructional Triad.	Teachers	On-going	Principal and AP

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tuesday Instructional Lead Meetings, Cabinet Meetings, weekly department meetings, weekly team meetings, Wednesday PD sessions, Instructional Triad planning and reflection, per-session for Cabinet and Instructional Leads.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

PD plan has been developed. Weekly reflection on the state of the plan occurs in Instructional Triad. January Instructional Triad meeting will focus on a larger reflection process based on teacher surveys and Danielson data corresponding to 3C and 3D.

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

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

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

Part 1 – Needs Assessment

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

Strengths:

- 78% of students feel that their schools offers enough variety of programs, classes, and activities to keep them interested (LES)
- 92% of parents are satisfied with the education that their child received (LES)
- 79% of students feel safe in the hallways, bathroom, locker rooms and cafeteria (LES)
- “The focus on declining middle school student achievement data has led to teachers of grades 6 through 8 receiving more frequent formal feedback throughout the year. Reviews of observation reports revealed that middle school teachers received detailed written observation reports that capture their strengths, assesses the quality of teacher and student work, and provide actionable next steps, relative to student groups, discussion techniques, and assessment during lessons.” (QR)
- Instructional Leaders identified in 6-12 (2014-15 SY)
- House Council (2014-15 SY)
- Peer Group Connection
- SLT/PTA Awards Ceremony

Needs:

- 9-12 Attendance 84% (2013-14 SY)
- 6-8 Attendance 90% (2013-14 SY)
- 64% of teachers would recommend this school to parents (LES)
- 63% of students say that most students at the school treat each other with respect (LES)
- 65% Graduation rate
- “Targeted feedback is not as frequent for teachers in the upper grades, although they state that they are observed by administration and often engage in reflection verbally” (QR)

- Strengthen family-teacher communication

Part 2 – Annual Goal

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

In an effort to increase family and community engagement, we provide teachers with structured time to call families and discuss student performance in a bi-weekly hour long family engagement session. As a result, we will see a 5% increase in attendance by the end of the year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Admin will outline B weeks for Teacher/Parent Outreach and coach Instructional Leads and Cabinets on habits of great family/caregiver engagement	Teachers	October	Admin
Teachers will log calls in BXLetters, outlining communication with families. (15 per week)	Students and Families	On-going	Admin
Attendance Coordinator will do two hours of daily absences calls	Students and Families	On-going	Admin
Advisors will have structured call time for school-wide family/caregiver events (Curriculum Night, Conferences, Award Ceremony, BBQ)	Students and Families	On-going	Admin

Part 4 – Budget and Resource Alignment

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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><u>Daily attendance is shared with the principal. We will track performance growth for a community in mid-January to assess progress and share with staff.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Quarterly DRP, State Assessment 5-8 Common Core Exams, 9-12 Regents Data, Scholarship Data(course pass rates),In-Class Performance, Teacher Diagnostics	<ul style="list-style-type: none"> • Light Sail Reading Program (Grades 6, 7 and 8 (expansion)) • Wilson Reading (Grades 6-8 & 9-12) • ESL pullout in addition to SC ESL class (Grades 6,9,10) • Office Hours (Grades 6-12) • HW Hours (Grades 6-8) • Basketball Study Hall (Grades 9-12) • SpEd Accommodations • Writers In Residence (Grades 6-12) • Electives (9-12) • Actors In Residence (9-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class 	Small group, 1:1 tutoring, special class, special program	All during the day besides Afterschool 1:1 Tutoring and Lets Get Ready, Basketball Study Hall, HW Hours

		(Grades 9 and 10 (expansion))		
		<ul style="list-style-type: none"> • Let's Get Ready (Grades 10-12) 		
Mathematics	State Assessment 6-8 Common Core Exams, 9-12 Regents Data, Scholarship Data (course pass rates), In-Class Performance, Teacher Diagnostics	<ul style="list-style-type: none"> • Measuring Up (Grades 6-8) • Office Hours (Grades 6-12) • SpEd Accommodation (Grades 6-12) • HW Hours (Grades 6-8) • Basketball Study Hall (Grades 9-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class (Grades 9) • College Math Class (before school) (Grades 11-12) • Let's Get Ready (Grades 10-12) • 7th grade Math Honors 	Small group, 1:1, tutoring, special class, special program	All during the day besides Afterschool 1:1 Tutoring, Let's Get Ready, College Math, Basketball Study Hall, HW Hours
Science	Quarterly DRP Data, State Assessment Grades 4 and 8 Exams, 9-12 Regents Data, Scholarship Data (course pass rates), In-Class Performance, Teacher Diagnostics	<ul style="list-style-type: none"> • Science Intensives (Grades 6-8) • MS Science Honors (Living Regents) • Measuring Up (Grades 6-8) • Lightsail Reading (Grades 6,7,8) • MyQuest (Grades 7-8) 	Small group, 1:1, tutoring, special class, special program	All during the day besides Afterschool 1:1 Tutoring, Let's Get Ready, College Math, Basketball Study Hall, HW Hours

		<ul style="list-style-type: none"> • Office Hours (Grades 6-12) • SpEd Accommodation (Grades 6-12) • HW Hours (Grades 6-8) • Basketball Study Hall (Grades 9-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class (Grades 9) • College Math Class (before school) (Grades 11-12) • Let's Get Ready (Grades 10-12) • Science Electives/AIS (Grades 9-12) 		
<p>Social Studies</p>	<p>Triannual DRP Data, State Assessment ELA Common Core 5-8, 9-12 Regents Data (US and Global), Scholarship Data (course pass rates), In-Class Performance, Teacher Diagnostics</p>	<ul style="list-style-type: none"> • Social Studies Intensives (Grades 6-8) • Lightsail Reading (Grades 6,7,8) • MyQuest (Grades 7-8) • Office Hours (Grades 6-12) • SpEd Accommodation (Grades 6-12) • HW Hours (Grades 6-8) 	<p>Small group, 1:1, tutoring, special class, special program</p>	<p>All during the day besides Afterschool 1:1 Tutoring, Let's Get Ready, College Math, Basketball Study Hall, HW Hours</p>

		<ul style="list-style-type: none"> • Basketball Study Hall (Grades 9-12) • Afterschool 1:1 Tutoring (Grades 6-12) • High School Readiness Class (Grades 9) • Let's Get Ready (Grades 10-12) • S.S Electives/AIS (Grades 9-12) • Independent Study (Grades 10-12) 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • IEP Mandates • Attendance Data • Scholarship Data • Teacher Recommendations • Kid Talk Protocol 	<ul style="list-style-type: none"> • Stragic programming with SpEd Team Grouping • SC bridge classes • Men's Group • Peer Group Connection • Peer Mentoring • 1:1 Counseling • Group Counseling • Restorative Justice Circles • MS Social Worker After-School PT 	<p>Small group, 1:1, tutoring, special class, special program</p>	<p>During the school day and after school social worker part-time</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment: Post our open positions early in the year in a variety of publications (craigslist.org, idealist.org, New Teacher Finder, listservs), spread the word among our network of educators, friends, and supporters, and conduct several rounds of interviews and demonstration lessons to select new teachers for our team. We also coordinate with Teach for America and the NYC Teaching Fellows to cultivate a strong pipeline of new teachers committed to working in our context. We host Teaching Fellows apprentice teachers for a residency in the spring that both helps cultivate our pipeline of prospective teachers, and supports the continued PD of our current veteran staff who mentors new teachers.</p> <p>Retention We support programs, systems and collective efforts that help ensure Bronx Letters is a professionally satisfying place to work.</p> <p>These efforts include:</p> <ul style="list-style-type: none"> • A Teacher Study/Book Group, focused on classroom management • Teacher-led execution clinics • Teacher-led department and team meetings • PD for paraprofessionals • 1:1 Coaching and feedback • Department inter-visitations • Department instructional rounds • Differentiated PD

- Teacher Leadership positions inclusive of Instructional Leads and Cabinet Members
- Professional Learning Communities facilitated by teachers during department meetings, team meetings and whole staff professional development.
- Network PD
- Leadership Academy Coaching for principal and assistant principals
- Network intervisitations
- Teacher coaching through network
- AP coaching through network
- Allocating resources in Galaxy, and through funds raised privately, to support teacher initiatives, such as

Extracurricular programs, arts programs, and sports. We also use these funds to support teacher professional development at conferences, travel programs, and attempts to pursue National Board Certification Assignments that support teachers being highly qualified

We work to ensure that all teachers work exclusively, or nearly exclusively, in one content area, the area of their license. We hire intentionally to ensure that all teachers are licensed in the content areas in which they will teach, and that we allow teachers to specialize instructionally in ways that accentuate their particular strengths (i.e. have teachers who are most expert in Global History teach that content rather than teaching US History, or teachers who are expert in Algebra teach that content rather than Geometry). As a college preparatory school, we work to ensure our teaching assignments pair highly qualified teachers with teaching assignments that capitalize on their expertise.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development:

- Weekly department meetings that are structured to support collaborative inquiry, organizational coherence across the school, and improved professional practice.
- Weekly team meetings that are structured to support collaborative inquiry, organizational coherence across the grade and school, and improved professional practice
- Weekly Instructional Lead and Cabinet Meetings to develop teacher leadership and support a distributive model of leadership within our school
- A Teacher Study/Book Group, focused on classroom management
- Teacher-led execution clinics
- PD for paraprofessionals
- 1:1 Coaching and feedback

- Department inter-visitations
- Department instructional rounds
- Differentiated PD aligned to instructional focus
- Teacher Leadership positions inclusive of Instructional Leads and Cabinet Members
- Regular formal and informal observations and coaching sessions
- An extensive New Staff Orientation that takes place in August
- Daily Instructional Rounds
- ELA/SS Coaching with 1 AP
- Math/Science Coaching with 1 AP
- Culture Coaching with 1 AP
- Summer Bridge/New Staff PD
- Summer PD in planning for 25+ staff members

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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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 teachers are intimately involved in the process of implementing the new evaluation system, and determining our schools’ MOSL selections. Teachers are also involved in the administration, scoring, and instructional implications processes of our interim assessments, which include a range of standardized and internally developed assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	511,014.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,785,390.00		

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement

activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 Academy of Letters</u>	DBN: <u>07X551</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>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</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: _

-
35 Middle School Students

50 High School Students

-
Below is the subgroup breakdown of # of students by grade level and proficiency level, based on the 2014 NYSESLAT results.

-
6th Grade: Advanced- 2, Intermediate-3, Beginner-5,

7th Grade: Advanced-5, Intermediate-6, Beginner-7, _

8th Grade: Advanced-3 Intermediate- 1, Beginner-5

9th Grade: Advanced-4, Intermediate-5, Beginner-4, _

10th Grade: Advanced-2, Intermediate-1 Beginner-10, _

11th Grade: Advanced-8, Intermediate-2, Beginner- 1, _

12th Grade: Advanced-4, Intermediate-12, Beginner-3

-
Schedule and Duration:

-
We will provide supplemental instruction after school as part of our onsite afterschool program for Middle School students. A Science certified and Special Education/English certified teacher will run homework help program five days a week for one hour from 3pm to 4pm. Two ESL certified teachers will meet weekly with the content educators to include language supports for small group instruction. Small group instruction will be concentrated in ELA and Math. The focus of after school instruction will be building Math and ELA content vocabulary and improving writing skills. Beginner level students will focus on speaking and writing in complete sentences. Students will be provided with sentence frames as a scaffold to writing in complete sentences. Intermediate level students will focus on writing well-developed paragraphs. Students will be provided with models, cloze paragraphs, and sentence starters. Advanced level students will focus on writing multi-paragraph responses to prompts. Students will be provided with writing checklists and example sentence starters. Based on student-level data gathered by the content teachers, the content teachers and the 2 ESL certified teachers will co-plan and co-teach, based on this specific data collected and the specific needs of students.

-
The focus of our school is around literacy. As such, we ensure that English language acquisition is a priority for our ELLs. Therefore, the ELL students also are being supported with the school librarian, and a specialized set of programmed trips to the school library. The 2 ESL teachers are aware of the NYSESLAT data and of the specific areas of assessment (reading, writing, speaking and listening) that each student needs for improvement. As a result, each student is able to improve their respective levels toward improving their proficiency and fluency in the English language.

-
At the High School level will work on their fluency, vocabulary, and comprehension, based on their proficiency levels using grade, student and lexile levels. The program will be taught by the librarian, with the 2 ESL teachers pushing in.

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: _

-
Thus far in the 2014-2015 school year there have been two professional development workshops. The first was an introduction to Beginner ELLs and their unique needs. It was held on September 24, 2014 and was facilitated by the ESL teacher, Sarah Camiscoli. The second workshop focused on creating materials and instructional moves to support Beginner ELLs. It was held on October 1, 2014 and was facilitated by the ESL teacher, Sarah Camiscoli. Both workshops were one hour in length and included the entire teaching staff.

-
Future ESL professional development will be outsourced to ESL organizations with assistance from TESOL professors at Hunter College. A PD workshop discussing how to increase ELL engagement is planned for all staff members on January 28, 2015 for one hour. The workshop will be facilitated by an outside teacher educator. An additional workshop will be held on April 15, 2015 for one hour and will focus on differentiating for ELLs in Math & Science. The workshop will be facilitated by an outside teacher educator from Hunter College, and this Professional Development is fully intended for all teachers at the Urban Assembly Bronx Academy of Letters.

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: _

-
In order to increase school-wide ELL parent engagement we will be translating all documents and announcements into the parents' native languages. Spanish translation services will be provided internally by Ms. Monge and Ms. Garcia. Translation of low incidence languages such as Arabic and French will be provided by NYC DOE Translation services.

-
ELL Parent workshops are held twice a year in October and April each year. In early October, our parent coordinator in conjunction with the ESL department held a welcome workshop for new immigrant families. Translation services were provided to assist parents in completing lunch forms, understanding school rules and expectations, learning about after school opportunities, and previewing the curriculum. On April 22, 2015, the ESL teachers will run a parent workshop to discuss the NYSESLAT in the evening from 5 to 7 pm. Topics will include parts of the exam, how to prepare your child, and implications of the NYSESLAT. This workshop will specifically target newcomer parents as well as the parents of long-term

Part D: Parental Engagement Activities

ELLs who may be unclear about why their child is still receiving ELL services.

- In order to increase ELL parent involvement, we would like to offer an additional conference day specifically for ELL parents. We will offer an additional open 1:1 conference time for ELL parents twice a marking period on Wednesday afternoons from 3pm to 5 pm. Tentative Wednesday ELL conference dates are January 14, 2015, April 1, 2015, May 13, 2015, and June 10, 2015. Spanish, French, and Arabic translators will be provided to assist parents and teachers.

- Our extensive partnerships are critical to our involvement with our ELL community. We plan alongside with the Urban Advantage, one of our partnerships, to build community ties with the families of our ELLs. We have two trips per year to a New York cultural institution, in order to bridge the school community with our ELL parents and ELL students. This year, we are planning two trips on two separate Saturdays in March and April. One trip will be to the New York Botanical Gardens, located in the Bronx, to strengthen the community ties with the borough to our ELL families. The other trip will be to the American Museum of Natural History, so as to provide entry points to our families about their natural community.

- Finally, we provide information through our translation services to the international convention and English Language Expo through TESOL ELL, which focuses around increasing the student achievement of ELLs. It takes place on April 25th and the focus is to ensure that our ELL parents are all on board with the importance of student achievement and in understanding the vision and mission of the Urban Assembly Bronx Academy of Letters.

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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

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.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 551
School Name Urban Assembly Bronx Academy of Letters		

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 Brandon Cardet-Hernandez	Assistant Principal Raquel Cheney
Coach Duane Wardally	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sarah Camiscoli	School Counselor Nick Melendez
Teacher/Subject Area Katie Jarvis/ENL	Parent Elsy Matthews
Teacher/Subject Area Laura Mercogliano/ELA	Parent Coordinator Lisa Monge
Related-Service Provider Vanessa Dominguez	Borough Field Support Center Staff Member type here
Superintendent Fred Walsh	Other (Name and Title) Elizabeth Sampson ELA/ENL

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	603	Total number of ELLs	81	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	37
SIFE	11	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	30

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	11	3	3	25	3	15	30	1	17	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	10	14	9	9	9	4	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		2	1	1			0
Haitian														0
French										2			1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	2	2			1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	2	1	1	1	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	4	8	1	2	2	0	1	0
Transitioning (High Intermediate)	0	0	0	0	0	0	1	2	1	6	4	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	2	5	1	1	2	5	2	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	1	1	2	3	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	48	33	3	1	0
7	65	21	3	0	0
8	33	28	4	1	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	47	0	24	0	8	0	4	0	0
7	69	18	18	0	1	0	1	0	0
8	46	0	19	0	2	0	1	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	13	0	29	0	24	0	2	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	11	0	4	0
Integrated Algebra/CC Algebra	18	0	3	0
Geometry/CC Algebra	2	0	0	0
Algebra 2/Trigonometry	1	0	0	0
Math _____	0	0	0	0
Chemistry	2	0	1	0
Earth Science	1	0	0	0
Living Environment	14	0	0	0
Physics	0	0	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	15	0	4	0
Geography	0	0	0	0
US History and Government	9	0	5	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
We use formative assessments based on Common Core Aligned language objectives. These assessments include reading logs, conferences, and multiple-choice reading passages pulled from state exams from previous years. We also use the DRP three times per year to assess reading fluency and determine each ELLs lexile level. DRP exams inform the construction of formative assessments and help interventionists suggest appropriate supports and text levels for ELLs within content classes. Many ELLs demonstrate that they are below grade level on these reading assessments. However, with scaffolding and language supports ELLs can perform on grade level when it comes to reading and writing skills
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
There seems to be three patterns with the ELL population at BAL. One group consists of long term ELLS testing at the advanced (Expanding) level. They have difficulty code-switching between academic and social English. A second group consists of long term ELLS who are testing from the Emerging to Transitioning level. These students either do not take the NYSESLAT, do not try on the NYSESLAT, or have language based learning disabilities. The third group is beginner ELLS and newcomers who are in need of additional native-language support.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The interventionist notes that students need focus on grammatical structures to help them differentiate between non academic and academic English in reading and writing.
- 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?

- ELL(s) do not take tests in their home language in their content classes. They are given support using lexicons and comprehension strategies recommended by the ELL intervention strategist team. The administration and teachers use the results of the ELL periodic assessments to determine what modifications are needed for ELLs as well as to construct appropriate language objectives. Students do not take summative exams in their native language, but for the beginner and intermediate ELLs, there is great progress seen when translanguaging strategies are used in the classroom. The interventionist provides information to teachers and school leadership through rotating teacher PD's where the construction of appropriate language objectives and modifications for ELLs are workshopped with teachers.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
 6. How do you make sure that a student's new language development is considered in instructional decisions?
The interventionist provides information to teachers and school leadership through rotating teacher PD's on using technology (ipads, apps, etc.) to provide native language support to students. Additionally, staff members help teachers translate documents into Spanish. However, we do not currently have translation services on site for other languages such as Arabic, French, and West African Indigenous languages.
 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).
Their success is evaluated by their progress on the NYSESLAT, NYS Exams, and portfolio assessments. Additionally, they are evaluated by independent projects and a culminating inter-disciplinary end of the year presentation in front of a panel of teachers (exhibitions).

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.
We have received three newcomers in the 2015-2016 school year. Those students have received the HLS and the Lab-R by the high school ESL teacher, Sarah Camiscoli. She has a master's degree in TESOL and has a nys professional certification K-12.
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).
The interventionist meets with content teachers across grade levels to assess student work. If available, the interventionist attempts to use materials in the home language to re-assess understanding of material that was used in English.
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 SBST in conjunction with the IEP team determines a student's eligibility for special education services and the language in which special ed services and supports will be delivered.
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.
Notification letters are mailed home by the parent coordinator as well as a copy is back packed to students.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed through a mailing .
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.
Parents are invited to an ESL parent night which will occur in February of next year. Typically it occurs in the early Fall, but due to scheduling conflicts it has been pushed back. The interventionist meets with ESL parents individually on parent teacher conferences in November and April.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents receive monthly school calendars with due dates for forms. If a student has not returned a required form by a deadline, the parent coordinator will call, email the parent directly or send a letter home with the student. Most of our students come to our school with a clear understanding and decision that they want an ENL program as that is all we offer.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Coordinator will monitor the list of students and update the form as they come in. She may enlist the help of the ENL teachers to help get the forms from difficult to reach families. We will also notify advisors to assist with calling parents as necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.
Students come to our school clear that they are going to receive ENL services as that is the only program we offer.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Documentation is kept in locked student files in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL teachers and the test coordinator meet a month prior to the NYSELAT and develop a plan that usually has the administration over a week and several periods of the day. The ENL teachers divide the students and also enlist the help of other teachers as needed. A schedule is developed and shared with all staff via a weekly staff wide memo.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All notification letters would either be sent in a schoolwide mailing depending on when they need to be distributed or they would complete a separate mailing to send out the notification letters in a timely manner.
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).
Because we only offer ENL, students and families are given their options of program choices at the enrollment office. When they come to our school, whoever is completing the intake will review the choices to make sure that parents understood their options while they were in the enrollment office. In the past year we have only had 2 parents that wanted to return to the enrollment office to have their child seated for a bilingual or transitional program. The majority of parents are comfortable with the ENL program as they feel it will help their child learn English faster.

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.
Students in the middle school receive ENL services in place of their general ELA class. Students travel with a heterogeneous cohort in their grade for all content areas and then attend the ENL class separate from native speaking students. These students receive three double blocks and two single blocks per week. ENL classes in the middle school are ungraded and heterogeneous. Additionally, the ENL middle school teacher with small groups of ENL advanced students in an elective ENL class and pull out group. At the High School level, classes are divided by proficiency level with beginner and intermediate students in one class that meets for three double blocks and two single blocks per week. A second stand-alone ENL class meets once per day and has advanced level students who are preparing for the Regents. Additionally, the high school ENL teacher co-teaches ELA classes to support learners who are not in the stand alone classes.
 - b. TBE program. *If applicable.*
Paste response to questions here: NA
 - c. DL program. *If applicable.*

Paste response to questions here: NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

:Students are scheduled in cohorts according to language proficiency level. Students from the entering to transitioning stages are in a stand alone ENL class that meets for 392 minutes weekly (three double blocks and two single 49 minute blocks) Students at the Expanding level receive services through bi-weekly small pull out groups, push in, and ICT services
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.

Stand Alone ENL classes follow an ELA Common Core aligned curriculum that is embedded with the explicit teaching of language objectives and academic vocabulary. Teachers use the Whole Language Approach to discuss language structures within the context of genre writing. Additionally, teachers apply Vygotsky's theory of proximal development by strategically grouping and pairing students of differing language levels within ENL and content classes. During the planning phase of Units, teachers employ the strategies of backward planning and the CALLA method to plan towards performance based assessments that assess both language and content skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Many of our students have been receiving ENL services for 5+ years and do not choose to be evaluated in their native language as that is not the language in which they learned the majority of the content. However, ENL students are offered the same accommodations that they receive on state mandated exams (translated tests and/or use of a bilingual dictionary). Our entering students choose this option when being evaluated.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ENL teachers embed all four modalities in each lesson. Additionally, teachers plan performance tasks that require all four skills to be used. For example, In preparation for an informative essay an ELL would be required to read various articles for research purposes, record notes when watching a documentary, write an informative essay, and give an oral presentation on the topic to the class. Teachers use end of unit performance tasks to assess each student's progress in each modality.
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

Often, our Newcomer ELLs are our SIFE students. SIFE and Newcomer students are provided with explicit instruction on how to use Google translate as a tool. Additionally, they are provided with sentence starters, small group instruction, and additional images in order to aid in both the understanding and production of language. Developing ELLs are provided with checklists, cloze paragraphs, and sentence starters as a means to make the metacognition of writing and responding to texts more explicit. The ENL teachers' work with long term ELLs focuses on differentiating between Academic English and Structures versus Social English. Students are explicitly taught academic vocabulary (precise verbs) and grammatical structures such as subject - verb agreement. Additionally, the push is towards more specificity and analysis of evidence in their writing. Former ELLs are supported by the ENL teachers and their work with Content teachers. They are provided with checklists, lexicons, and writing conferences. :
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.

ENL interventionists assess student work (performance tasks and various formative assessments) across content areas, interview teachers, and conference with the student to evaluate the effect of the re-identification.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs provide many scaffolds to provide access to academic content and English Language development. These scaffolds include modified texts with vocabulary defined or translated in the text, graphic organizers that make note-taking explicit, and images to build background knowledge.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ENL teachers push in to ELA Self-Contained classes to work individually and in small group with students on ELA assignments. The Special Education and ENL teacher work together to evaluate the student and evaluate progress of IEP goals. The ENL pushes into/ pulls out ENL students who receive ICT services.

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

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



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

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

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

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

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

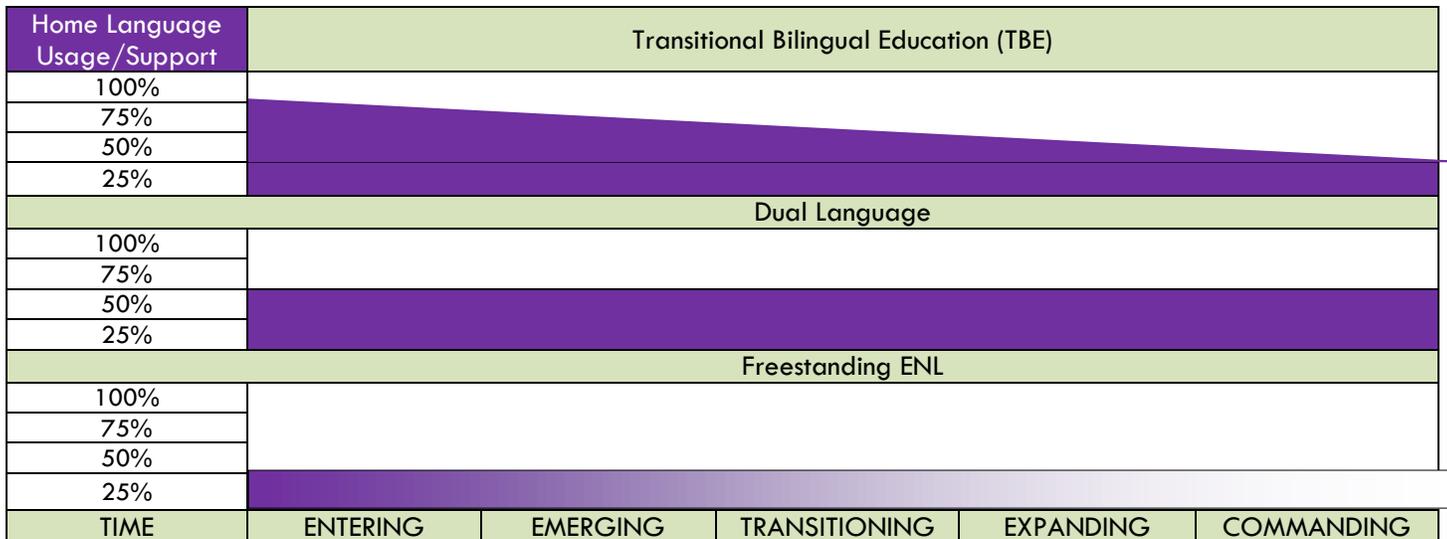


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Targeted interventions are provided through professional development lead by the interventionists that is then brought to the classrooms by content teachers. Three intervention strategies have been teaching teachers across content areas how to use multilingual lexicons to enforce language acquisition in each of their content areas, how to implement literacy strategies into a year long curriculum across content areas, and how to utilize Ipads to support translation and translanguaging in the classrooms.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is very effective in terms of supporting ELL(s) with their language acquisition through ESL and using the skills they learn there in other classes. Though, given that we have only one interventionist in the middle school and one in the high school, there is less time available to do more creative interventions and teacher support. Additionally, with new arrivals from west Africa and Yemen, there are struggles to give adequate native language support as our interventionists speak only Spanish as a second language
12. What new programs or improvements will be considered for the upcoming school year?
One new program that has been considered and now implemented is a double block beginner section in both the middle school and high school. This new program switch is going to be a very effective support for the beginners and the OTC students to have an academic space to acclimate to the new school environment and work amongst peers with similar experiences and interventionists with adequate experience to support their learning and report back to other content teachers.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students are provided with the same content as Gen Ed students with translation provided as necessary. :
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.
Students are given access to translation services, translated materials, and google images. Students are supported by IPADs and computers in the classroom. Students use LightSail program for independent reading at their lexile levels.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We do not have DL and TBE. The way that the home language is delivered through ENL is through translanguaging strategies in the classroom for native Spanish speakers (the interventionists speak Spanish) and through translation technology on the new Ipads purchased for students who do not. There is also some secondary support provided by paraprofessionals who speak French and Arabic to support occasional conversations between staff members and ELL(s) with native languages of Arabic and French.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENL teachers align Unit content and skills to Common Core standards at the ELLs' grade level. Additionally, students work on the same ELA performance tasks as General Education Students but are provided with scaffolds appropriate to their language level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: The school offers a summer bridge program where all new studnets have an opportunity to meet with their teachers and other new students and run through a mock school day. In addition, there is a field day with other new admits. The ENL interventionists attend this event to welcome the new ELL students and their families.
19. What language electives are offered to ELLs?
AP Spanish:
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - 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.)
Our ESL teachers provide PD for teachers on a rotating basis on formulating language objectives and modifying curriculum. ELL personal attend various professional development throughout the school year given by the NYC DOE, UFT, and Hunter College. Additionally, the MS ENL teacher co-teaches with an artist from Story Studio and attends pds about Art and Language integration at Urban Arts.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL is attending three sessions about integrating language objectives, common core standards and the arts at Story Studio (Urban Arts). As of now, that is the only ELL specific PD planned. Both ENLS attend PD's through UFT specifically related to using Ipads in ESI settings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Many students are transitioning from our Middle School to our High School. The ENL teachers have meetings to share information about the needs and strengths of incoming High School ELLs. Additionally, High School content teachers discuss incoming 9th graders with the MS ENL teacher to plan for the appropriate language supports needed.
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 participate in rotating professional development groups about small groups/conferencing, school culture, and data analysis. The implications for ELL students are discussed in each group. Attendance and Agendas for each meeting are digitized and stored in a shared google drive folder.

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?
ELL parents are invited to the annual Parent Night for ELL's which will be held early winter. In addition, the ENL teachers meet individually with ELL parents as needed to discuss assessments and overall concerns.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
All phone calls and meetings are documented on our online student data system called Jupiter. Letters are filed into individual student files.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We encourage and invite ELL parents to participate in all parent and school activities. We currently have parents of ELLs sitting on our PA. We had a large ELL parent turnout at our annual Open School Night. We foster involvement by sending all communications home in the families native language whenever possible.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
We evaluate parent needs by directly asking, surveys, suggestions from other parents or by identifying trends or gaps and trying to match opportunities within and outside of the school for parents to get involved in.
6. How do your parental involvement activities address the needs of the parents?
Parent involvement activities are based on parent interest or identified by staff or students.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X551** School Name: **Bronx Academy of Letters**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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

Parents are given the Home Language Survey upon enrollment, As they are returned we update the information in ATS. In addition, when parents complete blue cards we ask them to note their home language preference and we also ask parents

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

Spanish, English, French, Bengali, Farsi, Twi, Arabic

Part B: Creating a Communications Calendar

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

School calendars are distributed monthly, parent -teacher conferences flyers are distributed twice a year(Fall and Spring), afterschool program information is given out at the beginning of the school year as well ongoing throughout the year, student curriculum information is given out in the Fall and letters from school leadership are put into quarterly mailings.

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.

Formal interactions are Curriculum night(September), Parent Teacher Conferences(November and April), College Night(October), 8th grade articulation meeting(October), IEP meetings(ongoing), SLT and PA(ongoing). Informal meetings are attendance coordinator daily calls, attendance teacher home visits, Disciplinary meetings, Thanksgiving celebration, Parent volunteers, afterschool program showcase.

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.

In cases wheredocuments need to be translated in Spanish or French, we have in -house support to manage that. Translation outside of those two languages requires use of an outside vendor like th Big Word or the Translation and Interpretation Unit. We meet weekly as a staff as well as smaller subsets and from those meetings, we manage necessary steps in palnning for events including translation. The goal is to have all translated items ready the day before an event.

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.

Spanish, French and Arabic translation is done in house. Languages other than those three require use of outside vendor services or the on site interpreters from the DOE.

Part D: Training Staff on Policies and Procedures

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

Our Parent Coordinator went to a training and brought back the information to turnkey to all staff. In our weekly staff meetings and staff memo, information about using the translation services is provided and ongoing assistance is always available as needed to secure translation services for a teacher.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Brochures from the DOE are available at Parent teacher conferences for parents in need of translation services.

Part F: Monitoring and Quality Control

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

We will ask parents during PA meetings, informal school contacts, robocalls as well as the school survey feedback.