2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN (RSCEP)

DBN: (i.e. 01M001): 09X227
School Name: BRONX COLLEGIATE ACADEMY
Principal: D WHITE
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Bronx Collegiate Academy</th>
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<tr>
<td>School Address:</td>
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<tr>
<td>Phone Number:</td>
<td>(718) 410-4077</td>
<td>Fax: (718) 410-4035</td>
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<tr>
<td>School Contact Person:</td>
<td>Lisa Fennell</td>
<td>Email Address: <a href="mailto:Fennell@bxcollegiate.org">Fennell@bxcollegiate.org</a></td>
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<tr>
<td>Community School CBO:</td>
<td>CIS(Counseling in Schools)</td>
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<td>Principal:</td>
<td>Darryl White</td>
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<tr>
<td>Community School Director:</td>
<td>Damaris Rodriguez</td>
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<td>UFT Chapter Leader:</td>
<td>Ashley Moellinger</td>
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<tr>
<td>Parents’ Association President:</td>
<td>AdelfaArista</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Stephanie Caces</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Angel Gloss</td>
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<tr>
<td>Student Representative(s):</td>
<td>DarnaPauley</td>
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<tr>
<td>Natalie Grant</td>
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#### District Information

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<th>Superintendent: Michael Alcoff</th>
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<td></td>
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<td>240 East 172nd Street</td>
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<tr>
<td>Superintendent’s Office Address:</td>
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<td><a href="mailto:malcoff@schools.nyc.gov">malcoff@schools.nyc.gov</a></td>
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<tr>
<td>Superintendent’s Email Address:</td>
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**Field Support Center (FSC)**

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<tr>
<td>Executive Director:</td>
<td>Jose Ruiz</td>
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<tr>
<td>Executive Director’s Office Address:</td>
<td>1 Fordham Plaza Bronx, NY 10458</td>
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<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:jruiz2@schools.nyc.gov">jruiz2@schools.nyc.gov</a></td>
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<tr>
<td>Phone Number:</td>
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<td>Fax:</td>
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Section 2: Executive Summary and Organizing Principles

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

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

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

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)
The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the Framework for Great Schools, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

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

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**Information on the Framework for Great Schools and the DTSDE**

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and RSCEP Development**
The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

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

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
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<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
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<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
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<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
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### Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the RSCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the RSCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
• **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.

• **Step 5:** Revisit your school’s current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.

• **Step 6:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 7:** Update your school’s AIS section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.

• **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.
Section 3: Community Engagement Team and School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent and Family Engagement Policy 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](https://www.nyc.gov/html/ched/index.htm), available on the [New York City Department of Education (NYCDOE)](https://www.nyc.gov/site/education/about-sites/nycdoe.page) website.

On the chart below:

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

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<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tr>
<td>x</td>
<td>Darryl White</td>
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<td>Adelfa Aristaa</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>x</td>
<td>Stefanie Caceres</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Angel Gloss</td>
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<td>Kevin Tully (teacher)</td>
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Section 4: Renewal School Narrative

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

1. Provide contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.

2. What are the school’s beliefs about student learning?

3. Identify any special student populations that the school has and what their specific needs are.

4. Describe your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.

5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.

6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Bronx Collegiate Academy (B.C.A.) is one of six schools located on the Taft Educational Campus with an enrollment that fluctuates near 400 students in grades 9-12. The gender ratio is approximately 50% - 50%. The administrative team consists of the principal and three assistant principals. The instructional team is staffed with 27 teachers and five paraprofessionals. The students reside almost exclusively in the Bronx, and the Title 1 eligibility rate was 89%. Currently, 28% of our students are English Language Learners, and 22% have Individualized Education Plans. Our 2017-2018 average daily attendance rate was 84.3% and our 4-year graduation rate is 85.7%.

Spanish is the primary language of 82% of our ELL’s. The remaining 18% are nearly exclusively from countries in West Africa with varying dialects. Historical NYSESLAT data has shown that our ELL’s have made steady progress over time. 62% of our rising students have increased at least one level since attending BCA. To support our ELL’s we have three licensed ELL teachers and two assistant principals who were former ELL teachers. Our 9th and 10th grade core course ELL sections are all co-taught with a content teacher and an ESL teacher. Both teachers are equally responsible for planning and facilitating lessons. The overarching goal is to have our ELL’s be able to thrive in the upper grades without the same level of support that they received in the first two years.

To support our students with IEP’s we have a staff that includes nine licensed Special Education teachers. Three years ago we began our transition away from self contained classes. In year one we reduced self contained instruction from all core classes to 9th and 10th grade English and Math. The following year we had self contained classes only for 9th graders in Algebra and English. Last year we did not have any self contained classes. We feel that introducing our students to the ICT model in earlier grades will best support higher expectations and standards from both our students and staff. The success of our IEP students is best exhibited in our improved 4 year graduation rate. This year’s graduation rate for students with IEP’s reached an all time high (15/23 - 65%).

Current collaborations include a partnership with Counseling in Schools (CIS), New Settlement College Access Center and The I Will Graduate Program (IWGP). CIS provides students and family support via social emotional and mental health, family leadership training and attendance. New Settlement provides supplemental college counseling, as they assist our seniors with application submission, financial aid, and post-graduation support. In addition, New Settlement provides an instructor for an SAT prep class for our juniors, multiple college exposure trips for all of our students and families, as well as a college readiness class for the students in our Scholar’s Program. While the IWGP focuses on providing engaging programming for all students, while targeting our STH population. Other collaborations include a teaching apprenticeship with the Teaching Fellows and Columbia University Teachers College and a partnership with the Blue Engine Foundation to provide direct instructional support to students.

Our strengths are embedded in our tight-knit community as evidenced in our survey data and recruitment success. We are most proud of the fact that staff, students and families all value our close-knit community. Even with the hardships that are affiliated with sharing a campus amongst seven schools; B.C.A. students make the most of the opportunities provided by the school. Glowing moments in the short history of B.C.A. include steady performance increases culminating in rising graduation rates, selected Summer Search participants and a vastly improved course offering which includes CUNY College Now, A.P. Biology, A.P. English literature, A.P. English language, A.P. Spanish...
language, A.P. European history, A.P. United States, Calculus, and college-accredited psychology. Referencing the Framework for Great Schools pillars, our strengths lie in our collaborative teaching model, our supportive environment, effective leadership and overall trust.

The ultimate goal of the aforementioned Framework for Great schools is student achievement. To become a great school, we need to make significant gains in major indicators such as graduation rate, average daily attendance, Regents pass rates and student credit accumulation. We've made progress during recent years but our work is still ahead of us. We have built strong relationships with a core base of parents but need to extend this base to include a larger percentage of parents. Similarly with community initiatives, our goal is to develop additional relations and to build our resources base.

With respect to the Framework areas in which we made great progress, supportive environment was our greatest gain. We made great strides in supporting students’ social and emotional developmental health as evidenced by our OORS incident data decreasing in incidents and suspensions; most impressive was the sharp reduction in incidents that occurred during instruction. The concerted effort was fueled by a number of factors: more engaging lessons, partnership with CIS, community building events and incentives, and a more proactive approach to student affairs.

This year the key area of our DTSD Tenet focus is curriculum development, support and planning. As evidence of our ADVANCE data our work lies in providing support and development to staff in their planning and execution of component 1e. This year we continue to implement multiple strategies to support planning. We fund substitute teachers in order to allow content teachers to use the time for planning. This is scheduled once/month. Our peer lesson review remain a large part of our professional development.
### School Demographics and Accountability Snapshot for 09X227

**Grade Configuration**: 09,10,11,12  
**Total Enrollment (2017-18)**: 396  
**SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A  
- **Dual Language**: N/A  
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 46  
- **# SETSS (ELA)**: 19  
- **# Integrated Collaborative Teaching (ELA)**: 90  
- **# Special Classes (Math)**: 44  
- **# SETSS (Math)**: 20  
- **# Integrated Collaborative Teaching (Math)**: 83

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 7  
- **# Music**: 1  
- **# Drama**: 4  
- **# Foreign Language**: 34  
- **# CTE**: N/A

#### School Configuration (2017-18)
- **% Title I Population**: 85.0%  
- **% Attendance Rate**: 84.3%  
- **% Free Lunch**: 84.8%  
- **% Reduced Lunch**: 0.0%  
- **% Limited English Proficient**: 21.7%  
- **% Students with Disabilities**: 24.0%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.0%  
- **% Black or African American**: 20.2%  
- **% Hispanic or Latino**: 74.5%  
- **% Asian or Native Hawaiian/Pacific Islander**: 3.0%  
- **% White**: 1.5%  
- **% Multi-Racial**: 0.8%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2016-19)**: # of Assistant Principals (2016-17): 6
- **% of Teachers with No Valid Teaching Certificate**: 0%  
- **% Teaching Out of Certification**: 44%  
- **Average Teacher Absences (2014-15)**: 10.1

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A  
- **Mathematics Performance at levels 3 & 4**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 65%  
- **Mathematics Performance at levels 3 & 4**: 70%
- **Global History Performance at levels 3 & 4**: 53%  
- **US History Performance at Levels 3 & 4**: 63.4%  
- **4 Year Graduation Rate**: 63.4%  
- **6 Year Graduation Rate (2011 Cohort)**: 66.3%
- **Regents Diploma w/ Advanced Designation**: 4.3%  
- **% ELA/Math Aspirational Performance Measures (2015-16)**: 11%

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition  
- **In Good Standing**: No  
- **Focus District**: Yes  
- **Focus School Identified by a Focus District**: Yes  
- **Priority School**: No  
- **Focus Subgroups**: -

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A  
  - **Black or African American**: N/A  
  - **White**: N/A  
  - **Limited English Proficient**: N/A  
  - **ALL STUDENTS**: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- **American Indian or Alaska Native**: N/A  
- **Black or African American**: N/A  
- **White**: N/A  
- **Limited English Proficient**: N/A  
- **ALL STUDENTS**: N/A

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- **American Indian or Alaska Native**: N/A  
- **Black or African American**: N/A  
- **White**: N/A  
- **Limited English Proficient**: N/A  
- **ALL STUDENTS**: N/A

**High School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A  
  - **Black or African American**: YSH  
  - **White**: N/A  
  - **Limited English Proficient**: N/A  
  - **ALL STUDENTS**: YSH

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- **American Indian or Alaska Native**: N/A  
- **Black or African American**: YSH  
- **White**: N/A  
- **Limited English Proficient**: N/A  
- **ALL STUDENTS**: YSH

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
- **American Indian or Alaska Native**: N/A  
- **Black or African American**: N/A  
- **White**: N/A  
- **Limited English Proficient**: N/A  
- **ALL STUDENTS**: N/A
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>X</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>[ ]</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

**Needs:**

- In our 2017 Quality School guide, the average passing scores of our Regents exams for Algebra and English were both 63. This number is two points below the passing mark and substantially below the college readiness threshold.
- Although we received scores of proficient for each of the three instructional indicators on the quality review in both 2017 and 2018, curriculum and assessment respectively were cited as our areas focus.
- Improved vertical alignment within curricular areas. Most specifically in ELA/ESL.
- Additional strategies to give our challenged learners better access to rigorous tasks
- Incorporate grade level standards and staircase of complexity.
- Revise Interim Assessment system — Add a pre assessment teacher predictor tool. Establish consistency and accountability structures for post assessment student reflection.
  - Planning time for departments and teacher teams.
  - Improve school leaders’ systems to collect and give feedback on unit plans.
  - Continue the use of peer inter-visitation feedback to improve units and lessons.
  - Enhance opportunities for cross-curricular tasks in the classroom.
  - Exposing more students to high level courses
Strengths:

- Common Core Alignment in unit and lesson planning
- Well-defined PD schedule in relationship to our school goals.
- The Interim Assessment implementation
- Heterogeneous peer-Intervisitation groups meet consistently
- Unit plans meet grade level standards
  - All students (ENL and SWD’s) are exposed to high level texts
- Variety of AP and college level courses
- Post graduate expectations- all students are encouraged and expected to attend college or post secondary program.
  - Supported by a strong college counseling office
  - Career exposure and fairs

Implementation Plans

Funding has been set aside for initial planning before the opening of school. Aug 27th - Aug 31st Blue Engine will host a 5 part planning series for 9th grade Algebra and English teachers. The major foci of the training will be using data to inform planning and instruction as well as maximizing the efficiency/effectiveness of collaborative instructional teams. The majority of the teaching staff will attend QTEL training. The QTEL program provides quality teaching strategies for supporting ELLs. Every data source that we utilize (Grad rate, attendance, Regents passing, college readiness, etc..) highlight that our most challenged sub group are ELL's.

Our multi-tiered planning series includes a three day/week co-planning schedule. At least twice a semester each teacher (teaching pair) will be covered for the day and they will plan units and lessons with a district content coach and oversight by an administrator.

Part 2 – Summative Vision for Rigorous Instruction

**What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?**

**Instructional Focus:**

If teachers develop rigorous, student-centered, Regents aligned tasks and provide timely feedback, then students will improve their reading, writing and critical thinking skills across all content areas.

BCA has opted into the Collections ELA curriculum which serves as the foundation for our curriculum and is supplemented by a variety of other resources and literature. For math we use NYEngage as the foundation and supplement with various resources. We use the DOE frameworks and New Visions Curriculum for science and social studies. Teachers will use June data to revise curricula for the 18-19 school year. During this process, teachers will also incorporate strategies and activities that will scaffold for ELLs and SWDs, such as using chunked and modified
texts, choosing appropriate visual aids to support texts, and providing complex and compound sentence frames with relation to different conversation structures (i.e., cause and effect, comparison, sequencing, etc). Moreover, teachers will also modify units within curricula to enhance rigor for higher-achieving students; these modifications include adding additional texts from different perspectives and modifying tasks to involve more synthesis. To enhance school-wide writing, teachers will use TEXAS writing techniques and a uniform annotating approach. While writing units for the content, teachers will also implement an end of the unit performance task to analyze student work and show growth over time. For example, at the end of every Social Studies unit, students will write a thematic essay that is parallel to what was taught in the unit.

In addition to the core curricula, AP and college courses will be taught using college syllabi assessments that will also reflect the types of tasks and questions with which students will be confronted on the actual exams. To improve students’ performance in these classes, vertical planning will exist among the teachers who instruct students in the Scholars Program, so that when these students enter AP and college courses, they are prepared for the extensively challenging work. In an effort to improve student engagement, the mode of instruction will include technology, as well as incorporating student interest into coursework by surveying students prior to designing specific lessons. Hence, evidence of instructional shifts will be evident as teacher-centered, single-mode courses will no longer exist at BCA.

The extended learning time that will occur during the Renewal hour will be pivotal to our success; by folding our Renewal hour into the day, students will be automatically programmed for electives and enrichment opportunities based on their data and interests. For example, students were given a choice form that listed elective classes they would be interested in taking for the upcoming school year. In addition, if data shows that a student is performing on a lower reading level, they will be scheduled for either Rewards or Wilson Reading Programs. Also, on-track students’ enrichment offerings will include electives that are similar to college-level courses, such as psychology and statistics. Our 7 SEAS program will provide enrichment to the students who are in need of not only academic interventions but social emotional assistance as well. While the 7SEAS courses are aligned to content areas instruction, an additional counseling component is included in the curricula. In order to ensure that the ELT courses are aligned with the school-day courses, all teachers and CBO facilitators must participate in professional development and plan coursework that is reflective of the school’s instructional focus. Also, since coursework must be revised to reflect data trends, teachers will work collaboratively to revise curricula accordingly. Administrators and teacher leaders will provide feedback to teachers and facilitators based on the group’s work products and observations. All assessments will be aligned to the CCSS; for courses that are preparing students for Regents examinations, the assessments will be similar to said exams, while enrichment courses will mimic the structure of college-level assessments. All students will participate in interim assessments three times a year, and the assessments will be graded, disaggregated by different subgroups and analyzed by teacher teams.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?
Teachers will provide culturally relevant and diverse texts, assignments with choice where students can independently demonstrate their learning, and plan academically rigorous lessons and unit plans that contain appropriate modifications, targeted resources, and adequate scaffolding.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

The school will offer a range of programs for diverse learners, including accelerated courses (Advanced Placement, College accredited, SAT Prep, and Honors), remediation (Apex, 7 Seas, Rewards and Wilson Reading Programs), electives (Creative Writing, Foreign Language, Public Speaking, Music, Dance), and trade classes (Co-Op Tech, Cooking, and internships).

What do you envision the delivery of instruction to look like so that all students are set up for success?

Teachers will plan lessons that are student-centered, providing opportunities for student voice within the classrooms, and provide sufficient time for students to independently engage with the material and work with the task at hand, as well as allow them to work in hetero and homogeneous groupings, while consistently providing them with an ample amount of support materials.

How do you envision teachers using multiple entry points to ensure the success of every child?

Teachers will gear lessons toward multiple learning modalities to provide students with multiple entry points to access information, through visuals, hands-on activities, kinesthetic activities, auditory and verbal instructional deliveries.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

Teachers will implement formative assessments in every lesson, benchmark, pre-assessments, mid-unit assessments, and summative assessments in every unit, and will use the data to drive further instruction.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewards</td>
<td>Summative</td>
<td>9-10</td>
<td>Retain accurate reading levels and improve reading skills.</td>
</tr>
<tr>
<td>Wilson Reading</td>
<td>Summative</td>
<td>not grade specific</td>
<td>Assist non readers with reading skills.</td>
</tr>
<tr>
<td>Gates-MacGinitie</td>
<td>Benchmark</td>
<td>9-10</td>
<td>Acquire reading levels for all students</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
End of the Unit Performance Task
Summative  all/across content  to measure growth throughout the course.

Interim Assessments
Benchmarks  Core content area classes  to measure growth throughout the course.

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

All teachers will develop and implement at least six student-centered, Regents aligned performance tasks that will lead to a minimum of 70% of Cohort V students (11th Grade) passing four or more Regents exams by August 2019 and 70% of Cohort W (10th grade students) passing two or more exams by August 2019.

**Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:**

Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

**List of Renewal Benchmarks expected to improve**

- 4 year graduation rate
- Regents Completion rate
- College and Career Prep Course Index
- 4 year college readiness index
- Attendance
### Part 4 – Action Plan

#### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department meetings &amp; inter-visitations to assure Teachers are aligning lessons to the CCLS and differentiating for ELL and Sped students</td>
<td>SWDs and ENLs</td>
<td>Regents Pass Rates and college readiness</td>
<td>September 2018 - June 2019</td>
<td>Teachers and Dept. Leaders.</td>
</tr>
<tr>
<td>ESL/SWD and ELA teachers will plan together to make modifications to all existing curricula to provide further support for struggling learners.</td>
<td>SWD's and ENLs</td>
<td>Regents pass rates, college readiness, four year graduation rate.</td>
<td>September 2018 – June 2019</td>
<td>Teachers and Dept. leaders</td>
</tr>
<tr>
<td>Peer reviewing unit plans (within each department)</td>
<td>ALL students</td>
<td>Regents pass rates, college readiness, four year graduation rate.</td>
<td>September 2018 – June 2019</td>
<td>Teachers and Dept. leaders</td>
</tr>
<tr>
<td>Interim Assessment administration to all students in core subjects</td>
<td>ALL students</td>
<td>Regents pass rates and college readiness.</td>
<td>June 2018 – June 2019</td>
<td>Teachers, staff and administration</td>
</tr>
<tr>
<td>Create 1 Common Core aligned tasks, per unit.</td>
<td>SWD's and ENLs along with Gen Ed population</td>
<td>Regents completion benchmark. 4 year graduation rate.</td>
<td>Sept. 2018-May 2019</td>
<td>Staff, Dept. leaders, teachers, administration.</td>
</tr>
<tr>
<td>Create rubrics that are aligned to tasks.</td>
<td>SWDs and ENLs along with Gen Ed population.</td>
<td>Regents completion benchmark. 4 year graduation rate.</td>
<td>Sept 2018-May 2019.</td>
<td>Staff, Dept. leaders, teachers, administration.</td>
</tr>
<tr>
<td>Align rubrics amongst department</td>
<td>SWDs and ENLs along with Gen Ed population.</td>
<td>Regents completion benchmark. 4 year graduation rate.</td>
<td>Sept 2018-May 2019.</td>
<td>Staff, Dept. leaders, teachers, administration.</td>
</tr>
<tr>
<td>Revisit IA implementation and analysis</td>
<td>SWDs and ENLs along with Gen Ed population.</td>
<td>Regents completion benchmark. 4 year graduation rate.</td>
<td>Sept 2018-May 2019.</td>
<td>Staff, Dept. leaders, teachers, administration.</td>
</tr>
<tr>
<td>Mandated tutoring students and at risk students based on IA data.</td>
<td>SWDs and ENLs along with Gen Ed population.</td>
<td>Regents completion benchmark. 3 year graduation rate.</td>
<td>Sept 2018-May 2019.</td>
<td>Staff, Dept. leaders, teachers, administration.</td>
</tr>
<tr>
<td>Improve the co-teaching model to provide ENL and SWD students with more support.</td>
<td>ELL, SWD,</td>
<td>Regents completion benchmark. 4 year graduation rate.</td>
<td>Aug. 2018-Feb. 2019</td>
<td>Staff, Dept. leaders, teachers, administration.</td>
</tr>
<tr>
<td>More purposeful creation of sections (ENL, ICT, Gen Ed., Honors).</td>
<td>ALL students</td>
<td>Regents completion range of 40.3%- 47% Graduation index range (4 year)- 63.6%-81.9%</td>
<td>Aug. 2018-Feb. 2019</td>
<td>Staff, Dept. leaders, teachers, administration.</td>
</tr>
</tbody>
</table>
**Focus on 4 Regents during 9th and 10th: US, Living Env., Algebra, and ELA.**

**9th and 10th graders**

Regents completion range of 40.3% - 47% graduation index range (4 year)- 63.6% - 81.9%

**Ongoing**

Staff, Dept. leaders, teachers, administration.

**Hitting Renewal benchmarks earlier than expected.**

---

**4b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**BCA** will hold Parent Teacher Conferences throughout the year that will include agenda items that highlight what is being taught in class and it’s impact on students. We will also create a parent council on each grade.

---

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, lead CBO’s community school budget, etc.

**Substitutes for planning time**

**Blue Engine for ELA and Algebra**

**Protocols and systems to facilitate and monitor meetings**
Partnerships with CBO

Professional development - outside resources

Instructional resources - Gates McGuinite, Rewards, Imagine Math, APEX, 

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By February 2019, all teachers will have facilitated a minimum of three end of unit Regents aligned performance tasks. Growth will also be measured by performance on the Interim Assessments.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.


**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

The most recent quality review and survey environment data support our belief that the school culture is one in which students feel safe, supported and challenged. In our April 2017 Quality Review, school culture continued to be one or our strength for it received a rating of well developed. On the environment survey, over 87% of the students responded that they felt safe at school. Our success is primarily attributed to our commitment to create an environment in which students feel supported and welcome. Both financial and time resources are invested in extra-curricular activities, student-driven events and performance incentives. Our priority need is to evolve into a community in which students are allowed to play a greater role in the decision making, including disciplinary policies, conflict mediation and budgeting. Our partnership with our CBO, Counseling in Schools has added another layer of support for our students. They are fully invested in the culture and mission of the school and are looked upon as BCA staff as opposed to ‘the partnering group.’

Strengths:

- Dedicated College and Career Readiness team that reviews data and creates structures to promote equity and access for all students—AP Classes, College Now, SAT Prep, New Settlement
● Communication structures to ensure that families have real time information around student process and attendance – Pupil

Path an online grading system and provides training to parents on how to access information on their child’s progress.

● Students report that they receive constant feedback from their teachers regarding their progress.

● Developed the first BCA Future U conference for College and Career Readiness for all students

Areas of Improvement

● Teams (SBST/SLT/Attendance) that are already in place will improve the ways in which they effectively communicate with the school community so that teachers will be able to respond to students' social and emotional needs in the classroom. Most specifically, we want to make staff aware of students/families who are in immediate crisis. Students in the two major sub groups (IEP and ENL) will be the primary subjects of the interventions.

● CBO broadening their scope to be more inclusive of the neighboring community. This 'need' was derived from a survey given to the staff during our May 2018 Community Forum. Additionally, this need was cited during our end of year reflection conversation with the Director of Community Schools.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

We would like BCA to become a hub for our community which has historically been underserved and plagued by poverty related hardships. Services will include but not be limited to: guidance on housing referrals, English Language acquisition, mental and physical health, employment opportunities, immigration and legal services and job placement. Our primary CBO partner, Counseling in Schools, will collaborate and partner with other organizations and schools to bring these services to the community.

For our students, CIS will continue to support our 7 SEAS ELT program which targets at-risk students in grades 10-12. They will partner with instructional staff in these small advisory groups to provide both academic and emotional support. CIS will support our high-achieving students by increasing our A.P. class offerings in addition to other electives such as SAT Prep and College Now. Counseling in Schools will provide multi-tiered support to families of students who are chronically absent or long-term absences by creating yearly social-emotional goals for students on each grade level. CIS will also offer creative therapy to students, as well as push into classes and meet with students both before and after school. By meeting with school stakeholders regularly, CIS will report the impact of their efforts and continue to revise their action plans in order to help the school meet their goal. The efficacy of the social-emotional programs will be measured by attendance, credit accumulation, reduction in OORS incidents, and family involvement at key events, such as parent-teacher conferences and college nights. CIS will also assist in the developing and engaging parents on the first BCA Parent Councils to strengthen the relationship with parents.
Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling In Schools</td>
<td>Social, emotional and academic support</td>
</tr>
<tr>
<td>New Settlement</td>
<td>College Access and Support</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

The primary source of support will be varied outreach to families to foster communication and encourage participation in the student's’ academic and social emotional progress.

Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, we will reach a daily attendance rate of 85% through the continued development of our absentee intervention initiatives. This performance standard is at the top range of the Attendance Renewal Benchmark for our school.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal: Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

- List of Renewal Benchmarks expected to improve
  - Attendance
  - Graduation rate
  - Progress towards graduation
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
<td>Returning students with negative behavioral anecdotes as well as students referred by Guidance Staff</td>
<td>ALL</td>
<td>Sept. 2018-June 2019</td>
<td>CBO Staff and BCA Guidance Staff Administration</td>
<td>Evaluate the number of incidents on OORs and written write ups in Pupilpath, FaceTime data.</td>
</tr>
</tbody>
</table>

We will continue to use PBIS as our main framework to support the social-emotional needs of our community. We will work with Counseling in Schools to implement additional supports and enhance our current programs.

### The needs of Students with Disabilities and English Language Learners will be addressed through our 7 SEAS Program (Social-Emotional and Academic Support Program). The 7 SEAS is a small, targeted intervention group 12-2 student-teacher ratio. Through daily meetings, teachers will be able to keep track of student progress, create targeted interventions for students as needed and tailor the program to meet the specific needs of their small group.

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students with Disabilities, English Language Learners, Students in the Lowest Third</td>
<td>ALL</td>
<td>Sept. 2018-June 2019</td>
<td>7 SEAS teachers, Guidance Counselors, CIS and Administrators</td>
<td>Weekly check ins with 7 SEAS staff 7 SEAS logs of progress. Credit accumulation, Regents Passing Rates, Attendance</td>
</tr>
</tbody>
</table>
CBO will create and support special programs to sustain and promote social and emotional growth and community building. The programs will be delivered in a series of interactive workshops led by community members. Our parents will be surveyed in order to provide them with the most appropriate support.

CIS will lead our staff in the Success Mentoring Program. Each participating teacher will be matched with one or two chronically absent students to mentor. Students meet with their teacher mentors at least once a week and build relationships with students to encourage them to attend school every day. Success Mentors provide students with incentives to encourage perfect attendance.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
The creation of Parent Councils will be the vehicle of inclusion, participation and engagement for parents. Through this council parents will work alongside an CIS representative, Counselor and administrator to facilitate workshops, organize academic and social trips for all stakeholders at BCA. This will grant the parents an opportunity to engage in all aspect of our school and to gain an understanding of a successful supportive environment.

**Part 5 – Budget and Resource Alignment**

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

- ELT Budget
- 14 Pedagogues for 7 SEAS Program

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td>X</td>
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</tbody>
</table>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

During the marking period one of the first semester, all of the students in the target population will pass at least five classes. At the end of the semester, all target population students will receive at least 6 credits.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

- OOR and SOHO reports
- Skedula
- Facetime
- Success Mentor data
- Transcripts/Report Cards

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

**Strengths:**

- Inquiry teams
- Dept. meetings
- Peer intervisitation
- Common planning time
- Staff led PD
- IA reflections & data analysis
- Honors class
- AP class offerings
- 7 SEAS
- Teacher Leaders: Model Teacher/Lead Teacher/Peer Collaborating Teacher
- Teachers are experts in content knowledge
Areas of Focus: According to our most recent Quality Review in April 2018, our focus area is 2.2 (Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.)

BCA needs to develop a series of consistent formative assessment practices that can be utilized across grade levels and subject areas. Currently, as a school we have two strong structures in place; accountable talk and WITs strategies. In addition to developing more robust structures across disciplines and grades we will work on pedagogical skills that will allow us to use these checks for understanding as leverage points during the lesson and make instructional shifts as dictated by the data.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

BCA continues to incorporate teacher collaboration on a daily basis; the faculty continue to meet in grade teams, departments, and interdisciplinary visitation groups. The priority still remains in co-teachers having planning time together and equal ownership in the classroom. Dedicating three days each week for structured meetings and two professional periods for co-teachers and grade teams to meet during this time allows for cohesion and dynamic instruction across classrooms. The investment developed in our inter-visitations cycles where we use the tuning protocol to assess lesson plans, observe the presenting teacher, and provide low inference data and clear next steps, based on Danielson’s Framework continues to assist teachers in developing lessons that provide rigor and student engagement. The analysis of student work in order to assess students across the skill spectrum and identify their strengths and weaknesses remains a component that drives lesson development and instruction. The administration provides planning time by department so teachers can continue to benefit from the conversations with other teachers of their subjects and are given real time to develop and enhance Year Long Plans, Unit Plans, and Lesson Plans. Our weekly Professional Development meetings also serve as a main forum for teachers to hear each others voices and learn new strategies; teachers themselves typically lead the PD’s and often showcase and engage with other teachers about their own best practices, and to continually bring ideas to each other.

Our philosophy is that thinking must be visible and student engagement must be central to all planning. We are aiming to improve and modify our focus on student voice and opinion to ensure student engagement. Our 7 SEAS program has been developed so that the needs of our lowest 3rd can be addressed and the classes such as AP European History, AP United States History, AP Literature, Physics, Psychology, SAT Prep, and College Now are still a part of our Curriculum so that our more advanced students can remain challenged academically. Our connections and relationship with outside programs that provide our students with internships, summer programs, and college classes are still intact and are actually expanding. We are entering the third year of BCA scholars program where we offer advanced tracks for students who are highly motivated. The culture of BCA is extremely safe as evident by parent and student surveys as we share common understanding, thanks in large to professional development meetings with our guidance team, on the protocols for dealing with bullying, confrontation, and we rarely have these problems because of this unified vision. Teachers use data from the inter visitation low inference notes, interim assessments, research projects, essays, and informal questioning to zero in on individual students and their needs. Teachers will also team with community partners to support this work by providing and/or financing students with internships, vocational
training programs, increased clubs and sports, college trips, guest speakers, staff development and education related opportunities that can strengthen practice.

How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?

A clear system of communication and collaboration between instructional staff and Administration to maximize the available resources to assist co-teachers in carrying out the school’s vision for collaborative teaching and improving student learning.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

Analyze student performance and IEP’s to ensure an actionable plan is articulated and implemented in the upcoming plans and instruction. Collaboration in the creation and modification of unit plans, lesson plans, and materials will ensure increased modifications for IEP and ELL students. Teachers will also communicate with each other on a weekly basis for lesson planning and check-in with each other daily on the implementation of the instructional goals.

How do you envision collaboration across teacher teams to improve teacher practices and student learning?

Team leaders plan professional development and debrief together to make necessary adjustments and ultimately to increase focus on establishing common practices and tasks that push student learning. The team leaders should share a common goal and direction as per the recommendations of the school’s leadership team. To facilitate this communication and vision, each marking period a multi-disciplinary team meeting will be held to ensure that common instructional practices are being implemented. In addition, teachers will reflect using data tools to ensure that the teams are on track for meeting full alignment of curriculum.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit and lesson plan reviews</td>
<td>Post monthly planning days, teachers and cabinet members will review units and lessons to ensure rigorous and engaging instruction. Embedded checks for understanding and differentiated instruction for ENLs and SWDs.</td>
</tr>
<tr>
<td></td>
<td>To understand PLOP (Present level of performance) and set next steps</td>
</tr>
<tr>
<td></td>
<td>To ensure that tasks are appropriately scaffolded</td>
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<tr>
<td>IEPS</td>
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</tbody>
</table>
To incorporate student suggestions to include activities that are tailored to their learning styles.

Through peer inter-visitations, teachers will assess data to create initiatives that lead to higher scores and increased critical thinking and a richer work product.

Analyze the data so that standards that were not met can be re-taught or emphasized in further instruction.

To determine interventions that students may need and to track their growth to assess whether further supports are needed

Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

During the 2018-2019 school year all BCA teachers will collaborate in the biweekly Peer Inter-visitation cycles to assess student work products, refine curriculum and promote access for all. This will be measured by a minimum of 65% of ENL students meeting the 10 credit threshold.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

List of Renewal Benchmarks expected to improve

- Increase graduation rate
- 4 Yr graduation
- Regents Completion rate
- 4 yr College Readiness index
- College and Career Prep Course Index
### Part 4 – Action Plan

#### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sib program)</th>
</tr>
</thead>
</table>
| Peer inter visitation cycles                    | ELLs & SWDs     | ALL                                                             | Sept- June, bi-weekly                    | Administration and teacher leaders                                                                                             | Teacher leader meetings with admin.  
Data gathered during the third day of Peer Inter visitation cycle when student work is assessed  
Revised lesson plans  
Increased rating in ADVANCE for 1e.  
ENL Credit accumulation will increase.                                                                                      |
| Curriculum revision                             | ENL & SWDs      | ALL                                                             | Sept -June Bi-Weekly                     | Administration and Dept. Leaders                                                                                             | ADVANCE Rating for 1e will consistently be effective or highly effective                                                                                                                                  |
4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will showcase student work during the three parent teacher conferences.

Part 5 – Budget and Resource Alignment

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

- Planning Time
- Substitute Teacher
- Data Analysis Time
- Co-Teaching Time

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

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<thead>
<tr>
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<th>Tax Levy</th>
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<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C#E</th>
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<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th></th>
<th>Title III</th>
<th></th>
<th>PTA Funded</th>
<th></th>
<th>SIG Grant</th>
<th></th>
<th>School Achievement Funding</th>
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<th>Other</th>
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</tbody>
</table>

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound**.

By February 2019, 65% of students in Cohorts U, V and W will have received at least 5 credits during the fall semester.

<table>
<thead>
<tr>
<th>Part 6b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLC Minutes</strong></td>
</tr>
<tr>
<td><strong>Unit/Lesson Plan Reviews</strong></td>
</tr>
<tr>
<td><strong>Student Performance on Unit and Assessments</strong></td>
</tr>
<tr>
<td><strong>Advance Ratings</strong></td>
</tr>
</tbody>
</table>

| Part 6c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths:

- Teachers conduct peer-observations using the Danielson Rubric to inform and improve instruction
- The school leader has reorganized programmatic, human, and fiscal capital resources to implement the strategic plan and SMART goals and to build capacity and continue to create a school community and culture that is focused on the implementation of the Common Core Learning Standards (CCLS).
- The school leader and teachers agree that the model of the school is based on shared decision making, and that teachers play an active role and have ownership in the decisions and direction of the school.
- The school establishes a culture for learning that communicates high expectations to staff, students, and families and provides supports to achieve those expectations.
- The school ensures engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS.

Areas Improvement:

- The school leader will further develop and implement a plan that is aligned to the district’s APPR plan for frequently observing and providing actionable feedback on teaching practice throughout the school year.
- Leaders will continue to effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices.
- Timeliness and consistency in observational feedback will improve.
- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

Having an administrative team of four, we have been able to sustain the structures that are currently in place and offer more support to our ENL and SWD departments which has shown growth in Danielson Components 3c and 3d. We must prioritize that observations and feedback are done in a consistent and timely matter. This summer we will create the observation schedule and tracker that begins with a week of ‘observation norming’ in September to ensure that we give staff consistent and actionable feedback. Our administrative team will meet bi-weekly to discuss observational information and trends in our practice, particularly those that are highlighted during our professional learning series.

Our distributed leadership structure supports a shared accountability model. One of our strengths is the sharing of data, trends and information with all community constituents. Benchmarks and progress will be highlighted and revisited on a continuous basis. Structures that are currently in place include weekly attendance team meetings, department leader meetings, department team meetings, Inquiry teams, leadership team meetings and SBST meetings.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

Providing timely feedback and support to teachers specifically in the area of Danielson 1E. All classroom visits will be followed by a same day Plus/Delta. All observations will be officially written with a week.

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

All staff will engage in professional development throughout the school year to ensure that the vision, mission and instructional focus becomes a tool in our practice. To start, in June 2018 the entire staff engaged in creating a Vision for our school that was reflective of our values as a community.
What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

Teacher leaders are utilized in our school in different capacities. Teacher leaders take on roles of professional development to their colleagues, mentoring new teachers, and open classroom visitations. Teachers take on leadership roles in different meetings throughout the school. For example, department leaders and grade teams are led by teachers. Guidance counselors lead meetings such as SBST and the attendance team.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

PA and SLT meeting are held monthly. The CBO and the parent coordinator play large roles in incorporating parents, students and staff to engage in these meetings.

Weekly updates with other community constituents.

Structures that are currently in place include weekly attendance team meetings, department leader meetings, department team meetings, Inquiry teams (WITs), leadership team meetings and SBST meetings.

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 times minimum for each teacher during the fall semester</td>
<td>7 days</td>
<td>Through calibrating with administrative team, calendars, and peer feedback.</td>
</tr>
</tbody>
</table>

What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCE feedback</td>
<td>Recommendations of resources and supports from observer</td>
<td>Teachers and administration</td>
</tr>
<tr>
<td>IEPs</td>
<td>teachers will create meaningful groups based on IEP needs to ensure students participation in discussions 9(B).</td>
<td>Teacher and administration</td>
</tr>
<tr>
<td>STARS/HSST</td>
<td>programming co-planning time for teachers.</td>
<td>Teachers and administrators.</td>
</tr>
<tr>
<td>Galaxy</td>
<td>supplying the funds needed to supply the school with substitute teachers</td>
<td>Teachers and administration</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June of 2019, school leaders will create and implement a professional development plan that builds teachers’ capacity in Domain 1E (Designing Coherent Instruction). This initiative will be measured by continuous cycles of observations supporting all teachers in achieving two ratings of Effective or Highly Effective in Domain 1E by the end of the first semester as well as the meeting of our Progress Toward Graduation Renewal Benchmark of 60.7%.

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards graduation</td>
</tr>
<tr>
<td>Graduation rate</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
</tbody>
</table>
Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and implement a calibrating process for administration to perform observations.</td>
<td>ALL teachers</td>
<td>Progress towards graduation</td>
<td>Sept. 2018-May 2019</td>
<td>Administration</td>
<td>See in increase on ratings in the Danielson rubric</td>
</tr>
<tr>
<td>Create an observation calendar to follow</td>
<td>All teachers</td>
<td>Progress toward graduation</td>
<td>Sept. 2018-May 2019</td>
<td>Administrators</td>
<td>See an increase on the number of observations conducted in the Fall of 2017.</td>
</tr>
<tr>
<td>Provide teachers with scheduled planning time on a monthly basis to create units/lessons based off feedback given to them through observations.</td>
<td>All teachers</td>
<td>Progress toward graduation</td>
<td>Sept. 2018-May 2019</td>
<td>Administration</td>
<td>See an increase on ratings in the Danielson rubric.</td>
</tr>
<tr>
<td>Collaborate with outside organizations to assist in professional development for teachers.</td>
<td>All teachers</td>
<td>Progress towards graduation</td>
<td>Sept. 2018-May 2019</td>
<td>Administration</td>
<td>See in increase on ratings in the Danielson rubric</td>
</tr>
</tbody>
</table>

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Parents will receive bi-weekly notifications to check Pupil Path. School administrators will make sure that teachers have accurate and updated records before each notification.

Part 5 – Budget and Resource Alignment

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

- Lead teachers
- Borough instructional leads
- DSR
- Outside agencies to conduct PD
- Talent Coaches

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

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the first marking period in November, teachers will receive a mid-year conference detailing their progress and next steps for Danielson 1E.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

NYCDOE ADVANCE

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

This year we reached an attendance rate of 84%. We will continue to conduct outreach in order to reduce the number of chronic absentee students and to combat truancy. We will use an inquiry approach to identify and create interventions for both historical absentee patterns (around the holiday season) and within targeted groups. We will collaborate with our community based organization, Counseling in Schools, to create targeted interventions for this population. The strength of the school is the consistent weekly attendance tracking and daily outreach when students are not in school as well as the Success Mentor Program we began in the Spring of 2016. According to the quality review, BCA has "established a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations." In addition, for the 2018-2019 school year BCA will focus on increasing communication with families, building community with parents, supporting families and ensuring the parents are welcomed and engaged in the school.

Strengths:

- Provide pupilpath for families and students to access grades and attendance records
- Strong partnership with community based organization, Counseling in Schools
- The school has established effective and targeted outreach around a set of high expectations that involves the support of families
- Communication structures to both parents and students ensure that families have real time information around student progress, the college process, and attendance
• Effective feedback and guidance/advisement supports ensure that students, including high needs subgroups, own their educational experience and are prepared for the next level

Areas of Improvement

• Parents and students do not receive satisfactory training in effectively using the pupilpath program
• Provide parents with data regarding their student’s progress in a way that is accessible and useful
• Continue to provide alternative post secondary training program and pathway options for non-college bound students
• While the school has conducted some workshops for parents on various topics, there is no formal, written plan for promoting and providing training to parents on how parents can support student success in academic and social and emotional developmental health.

Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for having strong family and community ties at your school?

In our vision for having strong family and community ties we see reciprocal communication where families feel empowered to discuss their student’s progress through the use of data. Parents can expect monthly mailings and emails with updated calendars, Counseling in Schools news and community resources available for our families.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

Families will be welcomed into our school by being greeted in the office by our bilingual staff as well as our Americorp Parent Engagement Specialist. Informative pamphlets will be placed in the Parent Waiting Area for parents to review at their leisure. School Safety Agents will be trained to properly greet our parents and call one of our staff members to meet parents at the main entrance to escort them to the main office. During scheduled events, BCA student Ambassadors will meet and greet our families. In order to ensure our families understand and can take an active role in what their child is learning, our CBO will conduct workshops throughout the year to review high school graduation criteria, Common Core curriculum and expectations and strategies to help their children at home. Through the 7 SEAS program teachers will work collaboratively with the CBO to ensure communication between parents and teachers regarding students’ social, emotional and academic progress. Parents and families will have a parent kiosk in room 253 with access to their child’s performance data, information on upcoming events and opportunities to participate in the school community.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

BCA will identify and develop families to take leadership roles in the school thorough a Community Forum where parents and students address all teachers to communicate their needs. To this end, teachers and staff will have a clear plan of action on how to meet the community needs most effectively. Additionally, families will complete periodic surveys to further inform our school of the direction in which we need to direct our support and resources. Finally, parents will continue to be provided with BCA email addresses to enable quick and easy contact to the members of our school community.
How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

The data gathered from our periodic surveys will provide our teachers with useful information about the children they are teaching. In addition to the formal conversations that our teachers and parents will have during parent teacher conferences, there will be community events that will provide a forum for informal conversations to develop between all stakeholders.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and access to Pupilpath</td>
<td>To empower parents to have real time information about their child’s attendance and academic progress in each class.</td>
</tr>
<tr>
<td>Monthly mailings/emails</td>
<td>To keep each family updated on school events and opportunities to get involved in the school community</td>
</tr>
</tbody>
</table>

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

<table>
<thead>
<tr>
<th>Family partnerships with school:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Families partner with the school via the dedicated administrator and counselor for each cohort.</td>
<td></td>
</tr>
<tr>
<td>Leadership roles in school events as well as the Parent Association and School Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family partnerships with CBO:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community resources shared via community forums, Americorps Parent Advocate, home visits and workshops</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is there dedicated space for these partnerships?</th>
<th>Yes</th>
</tr>
</thead>
</table>

What is your vision for the role the school will take in providing access adult education classes within the community?

Reciprocal communication where families feel empowered to discuss their student’s progress and data. Teachers feel empowered to call non English speaking families by receiving guidelines regarding utilizing school resources and support staff. Counseling in Schools ensures that monthly community communication includes and reaches all staff.

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?
Part 3 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, BCA, in collaboration with our CBO partner Counseling in Schools, will develop a more collaborative partnership with families and community organizations as measured by the development of a Parent Leadership Council on each grade. Parent Councils will meet every six weeks to plan one college trip and school event each semester, conduct parent outreach, engage and implement one parent workshop each semester for our community.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

List of Renewal Benchmarks expected to improve

<p>| Credit Accumulation |
| 4 Year Graduation Rate |</p>
<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* School-wide trips to acknowledge most improved and perfect attendance students</td>
<td>All Students</td>
<td>*84% Attendance * 4 Year Graduation Rate of 63%-81%</td>
<td>September 2018- June 2019</td>
<td>Attendance Committee Guidance Department Deans Teachers Counseling in Schools (CBO)</td>
<td>Increase in attendance rates</td>
</tr>
<tr>
<td>* Attendance Committee meetings weekly</td>
<td>All Students</td>
<td>*84% Attendance * 4 Year Graduation Rate of 63-81%</td>
<td>September 2018- June 2019</td>
<td>Attendance Committee Guidance Department Deans Teachers Counseling in Schools (CBO)</td>
<td>Increased parent involvement Increased attendance rates</td>
</tr>
<tr>
<td>* Success Mentors</td>
<td>All Students</td>
<td>*84% Attendance * 4 Year Graduation Rate of 63%-81%</td>
<td>September 2018- June 2019</td>
<td>Attendance Committee Guidance Department Deans Teachers Counseling in Schools (CBO)</td>
<td>15% increase in parental contact as measured by sign-in sheets, Skedula/Pupilpath, one on one conferences and parent conferences</td>
</tr>
<tr>
<td>* After school activities</td>
<td>All Students</td>
<td>*84% Attendance * 4 Year Graduation Rate of 63%-81%</td>
<td>September 2018- June 2019</td>
<td>Attendance Committee Guidance Department Deans Teachers Counseling in Schools (CBO)</td>
<td>Increased parent involvement</td>
</tr>
<tr>
<td>Contracting around attendance goals with incentives. Monthly Parent meetings focusing on the school wide goal.</td>
<td>All Students</td>
<td>*84% Attendance * 4 Year Graduation Rate of 63-81%</td>
<td>September 2018- June 2019</td>
<td>Attendance Committee Guidance Department Deans Teachers Counseling in Schools (CBO)</td>
<td></td>
</tr>
<tr>
<td>Staff members will email office staff when a non-working number is identified in Skedula or when a change in contact information has occurred for a family so student records can be updated</td>
<td>All Students</td>
<td>*84% Attendance * 4 Year Graduation Rate of 63%-81%</td>
<td>September 2018- June 2019</td>
<td>Attendance Committee Guidance Department Deans Teachers Counseling in Schools (CBO)</td>
<td></td>
</tr>
<tr>
<td>Family leadership training that will provide parents with tools and resources</td>
<td>All Students</td>
<td>*84% Attendance * 4 Year Graduation Rate of 63%-81%</td>
<td>September 2018- June 2019</td>
<td>Attendance Committee Guidance Department</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 RSCEP-R
to better communicate with their children, thereby empowering them to become advocates for their families.

Parent Leadership Councils on each grade level.

<table>
<thead>
<tr>
<th>All students</th>
<th>*84% Attendance</th>
<th>September 2018- June 2019</th>
<th>Increased attendance rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 year graduation rate of 63%-81%.</td>
<td>Parent Coordinator Counseling in Schools (CBO) Attendance Team Guidance Department Deans Teachers</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Budget and Resource Alignment

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

CBO

BCA Teachers

One Professional Period dedicated to meeting and tracking data for Success Mentors Program

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td></td>
<td>X</td>
<td></td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, the average daily attendance rate for our 9th grade will be 85%. Last year’s rate for 9th grade was 81.5%.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.
Daily attendance rates as well as monthly cumulative attendance rates.

**Part 6c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school will ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goals:

1. By August 2019 45% of 2nd and 3rd year students will meet the criteria for progress towards graduation as established by the Renewal program.

2. By August 2019 70% of '7 SEAS' program students will earn a minimum of 10 credits.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory? Voluntary Compulsory

Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.

Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

Our ELT program is compulsory; students will be assigned to the various programs based on their social, emotional, and academic needs. All will be strongly encouraged to actively participate in the Extended Learning Time programs. Letters will be sent to all homes in parent’s native language informing them of the benefits of the program to extend an invitation for all students to participate. Additionally, frequent telephone calls will be made to parents/guardian reminding them of these classes. When students are absent - teachers, staff from both the CBO and BCA will call parents to inform them of their child’s non-participation. Guidance counselor will conduct frequent student conferences to discuss their credit accumulation and academic progress and to identify next steps to meet the graduation requirements.

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
• What new content areas and opportunities will be offered to students? How will the school ensure all IEP and language mandates are met during ELT?
• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
• What content will be led by pedagogical staff and what content will be led by CBO partners?
• How will the school best utilize CBO partners to impact student achievement?
• How will effective outreach be conducted to families?
• How will programming be made easily accessible to students and families in order to encourage participation?

The ELT program at BCA will consist of the following components: 7 SEAS Program (Social, Emotional and Academic Support), The Wilson Reading Program, Rewards Program, Internship Program and after school enrichment programs.

7 SEAS Program

The 7 SEAS is a multi-tiered, credit-bearing program designed to support the needs of targeted 10th, 11th and 12th grade BCA students. Selection criteria will be based on attendance (60 – 90% average daily attendance rate), student performance (Regents and credits) and anecdotal data (behavior and social emotional support needs.) These students may include but certainly are not limited to students in the three major sub groups: English Language Learners, IEP students and students in the lowest third. Homogeneous class groupings will be scheduled throughout the program. Staff members leading the 7 SEAS program will be working with a small group of students (12-14) helping to meet the specific needs of the group, including keeping track of student progress, attendance, and specific targeted interventions as identified by student data. Teachers will be assigned to a 7 SEAS section based on their licensed content area. Frequent, open, and active communication between teachers, parents, and students provides an airtight support system for student success. Adults convey high expectations, individual affirmation and support, and genuine caring to all members of their group. Our CBO—Counseling in Schools will also help support the program by providing guest speakers, resources, and leading appropriate events for small groups. 7 SEAS is an apt metaphor for our community because our students come from various nations and cultures but identify as being part of one community. Each group will ‘brand’ itself and develop a sense of pride and identity. Seven small groups composed of twelve to fourteen students, two teachers and a student worker. It is important that the classes be kept small in order to ensure that each student receives both the personalized attention necessary to make significant progress in addition to the support of the peer group. Pedagogues will work together to plan, facilitate, support and conference with students, families and staff. Each month all groups will work on specific themes and present to all students in the program during our 7 SEAS Luncheons. Each course will have a different academic focus that is created and facilitated by the teachers. Students participating in the 7 SEAS program will spend three days on academically focused course content two days on enrichment activities focused on the social emotional support the students are receiving. Some enrichment resources will be provided for teachers to use at their discretion. Monthly/Bi-Monthly (depending on the schedule and budget) outings to build community among all 7 SEAS students. Parents of 7 SEAS students will be engaged via the annual 7 SEAS Brunch or other parent activities geared toward providing parents the tools to support their children. Teachers
provide weekly feedback on student progress. Each student will create SMART goals; teachers will help keep students on track by providing regular, actionable feedback; helping students reach their goals.

Wilson Reading and the Rewards Program will be offered as 7 SEAS sections. Students will be placed in these classes based on assessments such as the Gates McGinitie.

**Reading Plus**

Reading Plus is a program designed to improve the reading abilities of students from Kindergarten through 12th grade. The program has three components: iBalance, SeeReader, and ReadAround. iBalance trains the students brains and eyes to read fluently when silently reading and also to see more characters on the page at a time. SeeReader is the comprehension component of the program. Students get to choose a text (either fiction or nonfiction) at their reading level. They then read the story and answer ten comprehension questions. ReadAround gives students the opportunity to work with common grade level vocabulary words. They are asked to select the definition of the words and sentences where the word is used correctly. If the student struggles with a word, it is marked as a “Word in Progress,” and the student sees the word again at a later time. Otherwise, the word is marked as “Mastered.” At the beginning of the school year, students complete an online baseline assessment through Reading Plus. This assessment is used to measure the students reading comprehension level, reading rate, and vocabulary level. The program then places the students at the appropriate SeeReader and ReadAround levels and determines whether or not students need to participate in the iBalance component (depending on their reading rates).

**Frequency of Program**

In this course, students work with the Reading Plus program three days a week. In the past, students worked with the program only two days a week, but it was determined by the staff and administration that two days a week was not providing the students with a sufficient amount of time to truly benefit from the program. On each Reading Plus day, students work with all three components (unless the program has decided that a student does not need iBalance), and then the students work in small groups based on a specific reading skill that they need to improve. These skills are determined by reading the data reports provided by the Reading Plus program.

**Data Days**

On the first Reading Plus day of each month, the students are provided with their individual “Instructional Summary Reports”. This report shows the students the progress they have made in each of the three components of Reading Plus. Additionally, it shows the students their performances in regards to nine reading skills. Each skill has a percentage next to it that represents the number of SeeReader questions related to that skill that the student answered correctly. Students are asked to reflect on both their highest and lowest skills and why they think each skill is either higher or lowest. Students are then put into groups of four to five students based on their lowest skill (or second lowest skill if necessary for grouping). These are the groups that the students work in for the remainder of the month.

**Small Group Skill Work**

On each Reading Plus day after students have completed the three online components of the program, they work in small group on their lowest skill. There are a variety of activities for students to do in these small groups:
At the beginning of the month, groups work on skill worksheets provided as an additional offline resource by Reading Plus. These worksheets are scaffolded by reading level and provide students with basic practice related to their skills. Students complete worksheets within two or three levels of their SeeReader levels. If they are working above their SeeReader levels, they use the support of their group members to help them comprehend and complete the worksheet. By the end of the first week, each group is required to provide an explanation of their specific skill in their own words.

Students are also be provided with short stories or short informational texts, and then are asked to work as a group to apply their specific reading skill to these texts. These texts are related to what they students are covering in their ELA, history, and science classes. These texts are scaffolded according to reading level of the students.

At the end of the month, students work together to prepare a five minute presentation about their skill. In this presentation, students define their skill and provide an example of how to apply it to a text.

Additionally, one day a week each small group works with the teacher. This provides the teacher with an opportunity to answer any questions the students may have about their skill that they have not had a chance to ask at other times during the week. This is also the time that the teacher uses additional reading intervention strategies with the group according to the needs of the students. These needs are determined by data from reading plus, formal and informal observations of the students’ small group work, and written assignments.

Presentations and Awards Days

On the final Reading Plus day of each month, the small groups give the presentations they have prepared on each of their skills. The teacher then gives out awards for the month. The biggest award is given to the group that has had the greatest overall average improvement in their specific skill percentage. Additional awards are also given to students who have moved up a level in either SeeReader or ReadAround, students who have made significant gains in their words per minute reading rate, and students who have been committed to the program and have worked on Reading Plus outside of class time. (Additional awards are given if the teacher deems appropriate or necessary.)

Book Clubs (Literature Circles)

Selection of Books

Book choices are selected by the teacher. The majority of the book club cycles have selections related to the unit of the Collections curriculum that students are studying in their ELA classes. Some cycles have selections related to the historical time period that is being studied in the students’ global history courses.

Students are given an opportunity at the beginning of each cycle to explore each of the books available and then to rate them by interest. The teacher then puts students into groups of four or five students based on their ratings of books (also taking into consideration how well certain personalities work together).

Frequency and Format of Book Club Days

Two days per week are designated as Book Club days. Each of these days consists of three parts:

1. Mini-lesson led by the teacher (5-15 minutes)
   1. Book Clubs meet in small groups (20-30 minutes)
   2. Reflection on small group meetings (5-10 minutes)
Mini-lessons

Each Book Club day, the teacher begins the class with a short mini-lesson. These mini-lessons are used as a time to assist students with skills that the teacher has observed students are struggling with in their Book Club meetings (either an academic skill or a discussion skill). If students seem to be doing generally well overall, the mini-lessons are used as a time to provide students with tools to enhance their discussions and to challenge them to think in different ways. These mini-lessons may come from Mini-Lessons for Literature Circles by Daniel and Steineke or from a variety of other resources, or the teacher may develop a mini-lesson specific to the class. All mini-lessons are adapted to the specific needs of each particular class.

Small Group Responsibilities

Each small group is in charge of running its own Book Club. The following are a list of responsibilities that each group is accountable for over the course of a Book Club cycle:

- Develop a reading calendar
- Complete assigned readings (as assigned by group)
- Develop discussion questions and topics
- Include all members of the group in discussions
- Remain on task during group meetings
- Complete any written assignments
- Prepare a group presentation when finished with the book

Teacher Role during Book Club Meetings

The teacher acts only as a facilitator during Book Club meetings. The teacher sets the students up to work in their groups and may give them something to focus on during their discussions based on the mini-lesson. However, the teacher does not contribute to the conversations happening within groups. The teacher circulates throughout the room and takes observational notes on what is happening within the small group discussions. These notes are used to inform the teacher’s mini-lessons and to help the teacher to determine if she needs to have any one-on-one conferences with students.

Incorporating Reading Plus and Other Content Areas

In addition to the regular during reading activities that students are responsible for in Book Club, the teacher will also frequently ask students to apply their Reading Plus skills to the books that they are reading. This gives students additional opportunities to consider their skills and also allows them to share their skills with members of their group, who are very likely in different Reading Plus skill groups.

Furthermore, the teacher encourages the Book Club groups to frequently reflect on and discuss how their book relates to the unit being studied in either ELA or global. There is a short written assignment in each Book Club cycle that asks students to explain the connection between their books and either their ELA or global unit of study.

Reflection

At the end of each Book Club day, students are given an opportunity to reflect on their meeting for that day. These reflections are facilitated in a variety of ways, including questionnaires, journaling, goal setting, etc. These
reflections provide students with an opportunity to consider both how they worked individually within the group and how the group worked together as a whole. These reflections are also used to inform the teacher of what students may need in future mini-lessons.

The credit accumulation component of the Extended Learning Time program will allow students to continue their progress towards graduation in a small setting with a certified subject area teacher in collaboration with Counseling in Schools. Students will receive individualized attention where their academic needs are met so as to enhance their possibilities for academic success. English Language Learners and SWD’s will be offered an intensive language/literacy development workshops/classes and programs through Wilson Reading and Reading Plus to enhance their targeted language (English) skills and also assist them in making Annual Yearly Progress. For on track 11th and 12th grade students BCA along with Counseling in Schools (CBO) will assist in establishing professional internships in order to continue developing their career readiness skills.

Part 4 – ELT Program Implementation and Oversight

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

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

The staff members listed below will assume key roles in the development and oversight of the program:

- **School administrator(s):** Coordinate and Supervise Extended Learning Time program
- **Licensed Teachers:** Provide instruction to ensure academic success and that each session is well attended
- **Guidance Counselors:** Meet with students to advise academic next steps and provide emotional support to students
- **Counseling in School Staff:** Provide enrichment activities and staff as necessary. Provide additional staffing support in terms of an Attendance Coordinator, Internship Coordinator and Interns to help facilitate the programs.

We will assess the impact of ELT on the following criteria:

- Percentage of students meeting the ten credit threshold
- Average Daily Attendance and Attendance rates for targeted groups.
- Graduation Rate
- Number of Incidents in OORS and SOHO

**Part 4b.** Timeline for implementation and completion, including start and end dates.
Part 5 – ELT Budget and Resource Alignment

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

All of our teachers will be working on a split schedule in order to ensure all students are provided with an additional hour of academic enrichment. Twelve teachers will be working on small group instruction while two teachers will be specifically assigned to deliver Wilson Reading and Reading Plus to our target students. Counseling in School staff members will implement the enrichment activities as well as provide human resources for Attendance and Internship Program. Coordinate snacks from the school cafeteria.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>X</td>
<td>Tax Levy</td>
<td>X</td>
<td>Title I SWP</td>
<td></td>
<td>P/F Set-aside</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
</table>

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.

By February 2019, 70% of 7SEAS students will have earned 5+ credits and 25% of the 7 SEAS students will have passed at least one Regents exam in January 2018.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Daily Attendance, academic achievement (report cards), regents and assessment scores, surveys (student and teacher), student reflections.

Part 6c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

As a result of targeted and strategic efforts to support students and families with social and emotional areas, Bronx Collegiate Academy’s average daily attendance for the 2017-18 school year was 84.3%.

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling in Schools</td>
<td>Chronically absent and other at risk students</td>
<td>Social emotional and family support</td>
</tr>
<tr>
<td>New Settlement</td>
<td>ALL</td>
<td>College Access for all.</td>
</tr>
<tr>
<td>Montefiore Clinic</td>
<td>ALL</td>
<td>Mental and physical health</td>
</tr>
<tr>
<td>I Will Graduate Program</td>
<td>STH families</td>
<td>Extra curricular engagement opportunities</td>
</tr>
</tbody>
</table>

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

1. Renewal Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their
schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Counseling in Schools provides the school with a full-time Community Director. Additionally, Counseling in Schools provides an Internship Coordinator and Attendance Coordinator, as well as mentors and social workers to support the Community School Program at BCA. The main focus of their work is to support the school in increasing attendance, particularly for hard to reach students and families. The Community Director works closely with the Principal, Parent Coordinator, Support Services Team and SLT teams to identify gaps of support for families. After identifying these gaps, the Community Director ensures that whatever services Counseling in Schools has agreed to provide will be executed with fidelity and in line with BCA’s instructional focus. One area that the school has already identified as a need is a skilled clinician to support with home-visits to the target population of students with low attendance. In the 2017-18 School Year, the Community Director did not conduct any home visits and that is an area of focus for 2018-19. An intervention plan was shared with the Support Services Team and the Principal after each home visit. This plan is being monitored by the Attendance Liaison in collaboration with the Community Director and the Support Services Team.

In June, the Community Director met with the school’s admin team, CIS Director, Office of Community Schools manager, and the Mental Health director to continue developing Intervention Plans for at-risk students, as identified from data gathered in the 2017-18 School Year. The school will continue in the 2018-2019 school year with Intervention Plans in place for targeted students. This way, plans are not being developed in September, but implemented and monitored for impact. The Community Director will work with the Parent Coordinator over the summer to conduct home visits for students on Intervention Plans. These Intervention Plans will be shared with staff, students and families during the first month of school. These plans will include:

- a point person for each student
- student goals around attendance, academics, and behavior
- input from students, families and teachers on how the student learns best
- weekly incentives for meeting goals
- linkages for the student’s family as identified during home visits
- daily check-ins with the student
- weekly progress monitoring
- frequent family meetings

The Community Director is a key participant in weekly Attendance Team meetings, SLT meetings, Support Services meetings, and SIT team meetings. The Community Director will be a central hub to connect families to mental health, housing and other resources.
The Internship Coordinator provided by Counseling in Schools oversees an Internship Program for on-track juniors and seniors to gain real-world experiences. The Community Director works over the summer to continue creating contacts for the Internship Program. The Internship Coordinator identifies businesses or programs where juniors and seniors could gain workplace experience. The Internship Coordinator’s responsibility is to connect students with and manage the Internship Program, ensuring that both businesses and students are having a productive experience that will prepare students for the workplace.

In addition to the support services outlined in section 6, Counseling in Schools will support our existing programs such a Cosmetology and band.

In collaboration with the Parent Coordinator, the Community Director will hold monthly workshops with families around topics identified in the interest survey, as well as from data gathered from home visits.

<table>
<thead>
<tr>
<th>Part 3 – Community School Program Implementation and Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 3a. Key Staff and Partners</strong></td>
</tr>
<tr>
<td>1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)</td>
</tr>
<tr>
<td>2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.</td>
</tr>
<tr>
<td>3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students</td>
</tr>
</tbody>
</table>

The Community Director in collaboration with the Principal, Assistant Principals and Director of School Renewal will oversee the implementation of the Community School program and is responsible for monitoring the progress of the program. Because the Community School program is a true collaboration among all stakeholders, the school social worker, guidance team, culture team, teachers, students and families will all be involved in program implementation.

The Community School Program is evaluated by the impact it has to raise credit accumulation, decrease chronic absenteeism and raise overall attendance rates. Bi-weekly meetings focused on data analysis of these key areas will occur. If the data is not trending in a positive direction, adjustments to the program will be made. All stakeholders will be given multiple opportunities for feedback on the program throughout the year. This feedback is taken into consideration in addition to the data analysis to determine the effectiveness of the program.

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

**Resources needed:**

- Counseling in Schools will provide the bulk of ELT programming on Mondays and Wednesdays when teachers are meeting or having Parent Engagement time

- Counseling in Schools will support the after-school program from 4:00pm to 5:30 through providing mental health services and high-interest activities for students and families

- Internship Coordinator
● Attendance Liaison

● Community Director

● Sub-contracting for STEM courses and SAT Prep

● Financial resources to support attendance incentives for students and families

● Instructional materials for ELT and After-school programs

● Potential financial support for CUNY, College Now and the college application process
  
  ● Support for College Trips

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

**July/August 2018**

● Community Director meets with Parent Coordinator, Principal, DSR, and Social Worker to determine students in need of home visits

● Intervention plans for targeted students are made

● ELT and After-school program is scheduled

● Attendance data for 2017-18 is analyzed and target population is set

● Additional Internships are identified and retained

● Group meeting of targeted students and families is held

**September 2018**

● Internship Coordinator and Attendance Liaison come back to work

● Internships are determined and matched to students

● ELT and After-School Program begins

● Intervention Plans given to students and families

● Orientation meetings are held for all families

● Goals and targets for students on Intervention Plans are set

● Interest survey given to students and families

**November 2018**

● Impact of Intervention Plans for First Marking Period is discussed with families
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2019</td>
<td>• Team evaluates ELT and After-school offerings for impact on student achievement</td>
</tr>
<tr>
<td></td>
<td>• Adjustments are made based on data analysis</td>
</tr>
<tr>
<td>February 2019</td>
<td>• Recognition ceremony for students that have met their Intervention Plan Goals</td>
</tr>
<tr>
<td></td>
<td>• New target population for Semester 2 is determined</td>
</tr>
<tr>
<td></td>
<td>• ELT and After-school for Semester 2 begins</td>
</tr>
<tr>
<td></td>
<td>• Internships for Semester 2 begins</td>
</tr>
<tr>
<td></td>
<td>• New Intervention Plans and goals are set and shared with families and students</td>
</tr>
<tr>
<td>March 2019</td>
<td>• Impact of Intervention Plans for First Marking Period is discussed with families</td>
</tr>
<tr>
<td></td>
<td>• Adjustment of Intervention Plans happens according to data</td>
</tr>
<tr>
<td>June 2019</td>
<td>• Evaluation of Community School Impact</td>
</tr>
<tr>
<td></td>
<td>• Goals and adjustments for 2017 are met</td>
</tr>
</tbody>
</table>

**Part 3d. Mental Health Work Plan**

Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
### Section 8: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>9th – 10th grades Failed most recent Interim Assessment. Lexile scores on GATES assessments 10th - 11th All students who have not passed the ELA Regents. 9th/10th Grade Below Grade Level Reading Scores and ENL Entering/Emerging Students (REWARDS (ELA)/WILSON Reading).</td>
<td>NEWSELAL Interactive digital based program. 7 SEAS which is ELA Regents focused class. A family of reading and writing intervention materials is specifically designed for adolescent struggling learners.</td>
<td>Whole class and one-on-one consultation. Whole class and small group consultations. Small group and one on one consultation.</td>
<td>Afterschool on Wednesday and Thursday. Fridays during lunch. 9th, 10th and all ELL students – one period daily. One period daily.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>9th Grade. Failed course and failed latest Interim Assessment. 10th – 12th All students who have</td>
<td>Targeted standards based re-teaching.</td>
<td>Small group with data driven individualized work plans Blue Engine-bring down the student to teacher ratio, more individualized</td>
<td>Saturday sessions throughout the entire school year. Staff and peer tutoring Wednesdays and Thursdays. After school</td>
</tr>
<tr>
<td>Subject</td>
<td>Students who have not passed the exam</td>
<td>Program Description</td>
<td>Group Size</td>
<td>Session Schedule</td>
</tr>
<tr>
<td>----------</td>
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<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Science</td>
<td>All seniors who have not passed the Regents exam</td>
<td>Castle Learning program. Detailed instruction with accompanying assessment. Teacher designed units.</td>
<td>Small group</td>
<td>Six Saturday sessions prior to each Regents exam. Afterschool on Wednesday and Thursday.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>All seniors who have not passed both of the Regents exam</td>
<td>Castle Learning Digital program. Detailed instruction with accompanying assessment. Teacher designed instructional units. Small group tutorial sessions. Interactive writing. Targeted standards based re-teaching. Interactive Writing Program</td>
<td>Small group</td>
<td>Six Saturday sessions prior to each Regents exam. Afterschool on Wednesday and Thursday. Performance Task completed at the end of each unit.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>All mandated IEP students. Students who are referred by our SBST.</td>
<td>Advisory. Taft campus Spark program. Montefiore clinic health based programs.</td>
<td>Mostly individual. Some small group counseling.</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
Section 9: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>

The services that we are planning to provide for the STH population are school uniforms, outreach services, and metro cards for daily transportation to school. In addition, students will be provided with a layer of support from Counseling in Schools (in school counseling intervention team.) After school academic support will be provided for students who are in need of tutorial services.

Designated STH funding will provide school uniforms, parent metro-cards, school supplies and other items that are requested via our parent needs survey.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 10: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
<th></th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

In order to attract highly qualified teachers, we do the following:

- Attend hiring fairs
- Partner with graduate schools of education, such as Fordham and Lehman
- Sponsor Student teacher programs
- Engage candidates in a comprehensive interviewing process, which includes teachers and students

In order to retain, assign, and support teachers, we:

- Provide differentiated professional development
- Use teachers’ Advance data to provide mentors and targeted support
- Offer teachers off-site professional development
- Reward teachers with leadership positions and the ability to be innovative

2b. High Quality and Ongoing Professional Development

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

Teacher Inter-visitations will occur both via department and grade teams. The focus of the visits will be derived from a combination of teacher survey requests and Advance data areas of focus.
Differentiated PDs around Danielson Framework will feature modules in: Developing student discussion, formative assessment strategies and multiple entry points for both emerging skills students and advanced students.

Mentoring meetings will be held monthly to learn strategies and monitor performance.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

Part 4: SWP Schools Only

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

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

NA

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.

At BCA teachers are highly involved through department and grade team meetings to collaborate on assessment choices within their departments and within their classrooms. Some assessments practices that have been implemented include Interim assessments three times a year, Castle Learning, Reading Plus, Regents Exams and NYSESLAT. Professional development is offered throughout the year on analyzing data and adapting the results to classroom instruction.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$345,674.00</td>
<td>x</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>x</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$51,666</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>p</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>p</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,233,933</td>
<td>x</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.
The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCCP.

- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent and Family Engagement Policy**

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. 09X227, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

Bronx Collegiate Academy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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### Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

● 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
</table>

School-Parent Compact (SPC)

09X227, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;

I. School Responsibilities: Providing General Support to Parents
Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
</table>

This school is (check one): ☒ conceptually consolidated (skip part E below)   ☐ 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):

- [ ] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [x] 9
- [x] 10
- [x] 11
- [x] 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
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: 

Students who are transitioning and expanding (or emerging who are able to be successful in core academic classes in English) are provided with ESL services according to the federal regulations on the number of minutes of ENL services – 180 minutes for transitioning/expanding and 360 for Emerging and 540 for , as part of our core, mandated program. These services are provided through Freestanding ENL classes and Integrated Co-teaching in their core academic classes. We have 5 ENL teachers who are all highly qualified and bilingual staff, bilingual counselors who also assist in the programs. Mr. Contreras and Mr. Gere both teach stand alone ENL classes for Entering/Emerging and Transitioning/Expanding students. Mr. Contreras Co-Teaches an ENL/ELA class for 9th grade with Ms. Kalambay (ELA teacher). Mr. Gere also Co-Teaches with Ms Kalambay in 10th grade ELA class. Ms. Kalambay is an ELA certified teacher who works with ENL team. Additionally Ms, Rivas and Ms. Adon both work with Ms. Ray and the 11th/12th grade ELA teams to teach 11th grade ENL students. Ms. Ray is also a certified ELA teacher. All 11th Grade and 12th who need to prepare for the regents also take an additional ELA regents prep class with Mr. Contreras and Ms. Ervin, an ELA certified teacher. All ESL students are provided services in their ELA classes which are Co-Taught with an ESL teacher. All 83 students are provided ENL services according to CRPart 154.

Saturday Academy: In order to better serve our ESL students, they will attend Saturday Academy and participate in the Conquering Language Through Unity Brilliance and Literacy (CLUB L) program where students are selected to participate based on their needs and teacher assessment of skills. They are provided with this service in order to prepare them for the NYSESLAT and State Regents Exams. Two teachers: Mr. Contreras an ENL Licensed teacher and Core Subject Area teacher (Ms. Hurtado) will provide these services. The Saturday Academy will take place on Saturdays from 9:00 am to 1:00 pm (December 8 - January 19). This will be 5 sessions. The average weekly attendance is 25 students. The program will take place for 5 weeks prior to each Regents period. Students will focus on the core subjects. Teachers will use various differentiated supplemental materials modified for our students. Regents scores for our ELLS have increased with this extra tutoring on Saturdays. For the Saturday program there will have 25 students rotating first session will be from 9-10:30 and the second session will be from 10:30 to 12pm each session will have students participate in either Living Environment Regents or ELA/US History Regents. Students are provided with Spanish versions and bilingual dictionaries for all tutoring and after school services. During the NYSESLAT prep sessions there will be two sessions run simultaneously from 9-11:30am from March 30 to April 13 2017.

AFTER School Program: Through our AIS program (CASA - Community Arts Studies and Achievement) in small after school setting tutoring is provided Thursdays 12 Sessions from (3:45-5:15pm) with guidance and direct teaching from the ENL teacher in a small after school setting. Content area teachers and ENL teachers provide 1 hour and 30 minutes of tutoring for
Part B: Direct Instruction Supplemental Program Information

students through the use of technology iPads and apps which which assists students in developing both their language skills and content knowledge. This tutoring program assists students who are either ENL beginners and/or ENL low performing in their core classes with a focus on ELA Regents and Living Environment Regents. All teachers working with the program are certified/licensed, experienced and high-qualified full-time educators. They will provide instruction covering all content areas for which ELL and Commanding ELLs need services. In addition social and cultural components of the program will develop students speaking, listening and reading skills in English. 30 students will participate in this program. Every class will also include interactive and team building activities. All of our teachers are employed at our school during the regular high school hours; therefore they are well versed in the high expectations for instruction in these academic intervention service programs. Our teachers are familiar with the overall needs of our students' academic challenges and areas of support. Parents are notified about the after school and Saturday tutoring through our BCA monthly newsletter, phone call and permission slips given to students. In addition, attendance and rosters are maintained on google docs for documentation.

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: ________

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development: All of our teachers receive 47 minutes each week regularly on Thursdays, at no cost to Title III. PD is also provided every month for 2.5 hours (2 hours and 10 min) of professional development during an early dismissal for students. This professional development is based on Danielson’s rubrics for effective teaching and the co-teaching model that is supported through our Network and our Administrators. In addition, each of our teachers meets with an instructional coach on a weekly basis. At the beginning of the school year these meetings are focused on the creation of an individual PD plan. After the initial meetings, the weekly meetings are used to follow up on classroom observations, lesson plans and other supports that it is identified our ENL teachers need. At BCA we meet regularly as an ENL/ELA Department to discuss students needs and assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ENL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students' overall academic stamina. Ms. Rivas, Ms. Adon, Mr. Gere, Mr. Contreras and Mr. Scofield are participating in Common Core training provided by NYCDOE to better serve our ELL population. Our admin team assists teachers in designing in house PD focused on differentiated instruction, classroom management, curriculum and lesson planning along with other pedagogical topics for the whole school. All ENL/ELA BCA pedagogues are participating in Common Core professional development which
**Part C: Professional Development**

also incorporates a focus on ELLs and guidance is provided by our veteran teachers; there is whole staff, department and one on one sessions on an ongoing basis throughout the year (1-2 times a month). Some of the topics covered in the professional development are as follows; writing skills for ELLs, vocabulary building, differentiation (multiple points of entry), difference between SPED and ELL modifications, ELL exams and requirements. Professional Development full day sessions continue to be provided by Reading Plus as well as two day Professional development by Castle Learning. Additional PD is provided by our technology teacher Mr. Mejia, to incorporate iPads in our ESL classes and AIS. Core subject area teachers also work along with ESL teachers to provide services for ELLs in their classes. For this year, through our Inquiry team, teachers are focused on a specific group of ELLs within our Peer Intervisitation groups in order to assist them. We are also meeting in Grade Level Teams with at least one ENL teacher each grade to better assist teachers in understanding the needs of the ELLs. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLs. This year at BCA the plan is to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Teachers have PD once a month from 2-4pm topics include but are not limited to ELL strategies, Multiple Points of Entry, Engagement, Data Review, Lesson Planning, Reading and Writing across content areas. All teachers attend ELL strategies/skills professional development in order to better serve ELLS both in their core classes and after school programs. Staff training will be conducted throughout the year as needed to meet the 7.5 hours of ELL training , at no cost to Title III. All agendas and attendance sheets are maintained both on Google docs and hard copies in the PD Binder.

PD Plan

**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: _____

Parental involvement at BCA is good though we are continuously seeking ways to get parents more involved. This academic year we have launched a new initiative aimed at improving ELLs’ academic achievement, which involves working closely with their parents. First, BCA will host a regular ELLs’ Parent Night every other month meeting with a focus on all ELL students (Club L and CASA) and their specific needs and supports. Topics such as reading, essential tools for school, academic success and acculturation will be covered at these meetings. CIS which is our CBO will provide workshops and present materials for parents in a bilingual setting. Second, our school-wide inquiry project for this year is focusing on ELLs, including a teacher-student mentoring program, about which parents will be kept up-to-date on their child’s performance in school. Our data has shown a decline in academic performance during their 11th and 12th grade years. Therefore, this year we targeting our 11th and 12th grade ELLs and to improve their academic performance we will increase communication with parents. Another part of the program requires teachers to meet with a small group of our ELLs to provide guidance and tutoring and also call parents on a weekly basis. More broadly, we aim to increase our interactions with ELL parents through the efforts of our bilingual
**Part D: Parental Engagement Activities**

(English-Spanish) parent coordinator, strong and caring bilingual office staff, and growing bilingual teaching staff. Our bilingual office staff and guidance counselors make daily phone calls home to students who miss class in order to encourage regular attendance. Our bilingual parent coordinator co-chairs the school’s PTA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student’s native language; all phone calls home are done in the parent’s first language, when possible. Lastly, our Summer Bridge program, which welcomes all students—including ELLs to BCA and invites their parents to a concluding day of presentations. Presentations and workshops are conducted by our bilingual staff/teachers.

Faculty and staff at BCA come into regular contact with parents: through SKEDULA (bilingual attendance and grading program) faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; our office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs’. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions. In addition we also have an event with monthly parent meetings with the Administrators. This provides parents and staff an opportunity to meet with the principal and administration to discuss different issues and concerns. In such an environment parents are provided with an opportunity to discuss a range of topics. 3 of the 4 administrators are bilingual and provide translation services during meetings.

At BCA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PTA meetings which involve a question and answer section for parents to address their questions or concerns. As for the ELLs, our ELLs’ Parent Nights serve the same function: to get students’ parent directly involved in the academic and social community at BCA. At both these regular events, parents are invited to BCA, learn what their students are doing first-hand from teachers, and are given the opportunity to share their thoughts with the BCA staff and administration. The Inquiry project for this year, in which a particular staff member will mentor many ELLs, for this year, in which many ELLs will be mentored by a particular staff member, will also include regular calls home. Though these calls home do not typically result in a parent coming to school, staff are instructed to both share their impressions of a given student’s performance in school as well as listen to the parent’s concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Finally, between the work of the two Deans of Students, office staff, and faculty, there are frequent calls made to parents (most of which are made in their native language). During these communications, we are sensitive to the demands of parents.
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>
**Division of English Language Learners and Student Support**
**Grades K-12 Language Allocation Policy**
**Submission Form**
**2017-18 and 2018-19 School Year**

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>227</td>
</tr>
</tbody>
</table>

**School Name**: Bronx Collegiate Academy

#### B. Language Allocation Policy Team Composition

**Note**: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darryl White</td>
<td>Nicole Lieberman</td>
</tr>
</tbody>
</table>

**Coach**: Jessica Bailey/Holly Reichert/Grace Ali/Marji Parker

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Rivas</td>
<td>Y. Guzman; Ms. Vartanova</td>
</tr>
</tbody>
</table>

**Teacher/Subject Area**: Gicel Adon/ENL

<table>
<thead>
<tr>
<th>Parent</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miguel Gloss</td>
<td>Stephanie Caceres</td>
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</tbody>
</table>

**Related-Service Provider**: Yvette Jenkins

**Field Support Center Staff Member**: Jose Ruiz

**Superintendent**: Michael Alcott

<table>
<thead>
<tr>
<th>Other (Name and Title)</th>
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<tbody>
<tr>
<td>type here</td>
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</table>

#### 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.

<table>
<thead>
<tr>
<th>Type of Certification</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>5</td>
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<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
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<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
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<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
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<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
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<tr>
<td>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]</td>
<td>0</td>
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<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
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</thead>
<tbody>
<tr>
<td>414</td>
<td>113</td>
<td>27.29%</td>
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</table>

2018-19 RSCEP-R
Part II: ELL Demographics

A. ELL Programs

This school offers the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
  If yes, indicate language(s):

- Dual language program (DL) [ ] Yes [ ] No
  If yes, indicate language(s):

- Freestanding ENL [ ] Yes [ ] No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

1. ENL teachers use various reading and writing assessments to evaluate student’s proficiency in English for both incoming and returning students. For a baseline teachers also used NYSESLAT Data and an ESL Brainpop Placement test. Over 50% of new 9th graders scored Expanding. All 9th grade students were placed in an ENL class according to their level. For the 10th-12th graders NYSESLAT along with ELA regents data are used to schedule their classes. In addition for newcomers and SIFE students we also use Wilson Reading and Reading Plus data which are used to evaluate students’ literacy skills. In terms of reading we see that about 90% our students are reading below grade level. For the year we will be focusing on strategies and skills, which assist students in improving their reading and writing skills. Teachers use this data to continue developing the lessons plans using various strategies which are scaffolded and differentiated including in order to help students improve their reading and writing skills. All the data is evaluated as a department and then communicated to other departments in order to better assist both teachers and students. As a school, BCA is developing an instructional plan which focuses on developing reading, writing skills in ENL class and through content areas. This year our core content area of focus is ELA where our ENL/SPED/ELA teachers
will co plan and develop curriculum using HMH Collections in order to prepare students according to the Common Core Curriculum and then facilitate a writing workshop with focus on content area writing. This will assist students in developing their writing skills with content foundation. With the aforementioned, teachers will participate in Inquiry meetings to discuss ELLs academic progress, the combination of Inquiry meetings and assessments assist teachers in acquiring more knowledge to better assist each ELL student.

2. What structures do you have in place to support this effort?
   At BCA all teachers are required to participate on Peer-Intervisitation teams, PD weekly and once a month. In addition teachers are also provided with scheduled planning time for Co-Teachers and in Departments. This year all the meetings will have an ENL component in order to focus on developing more integrated skill/content based curriculum and practices which will assist ENLs academically and socially. Data ranging from classwork, teacher anecdotals, Interim Assessments, Regents and NYSESLAT will be used to facilitate our understanding of student.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   9th graders take the ESL Brainpop Baseline Test and this data is used to schedule their classes based on their level. For 10-12th grade their NYSESLAT scores and Regents exams are used to determine their schedules. For students who need more literacy development students are also given the Wilson Reading test in order to help them with basic literacy skills. Across the grades teacher also use performance task data from their in class assignments, Interim Assessment data and in class quizzes. Students progress is measured based on scores and then interventions are put in place to assist if their scores are low. A whole week after each IA is designated for intervention so students get immediate feedback and develop their skills.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Classes are created to support the students who need more literacy in 9th grade. A Wilson reading class is also provided to assist students with basic literacy. All students are tested each semester to ensure they are making progress with literacy. There are also after school classes to assist students along with Saturday programs. Across the grades teacher also use performance task data from their in class assignments, Interim Assessment data and in class quizzes. Students progress is measured based on scores and then interventions are put in place to assist if their scores are low. A whole week after each IA is designated for intervention so students get immediate feedback and develop their skills. After school tutoring is also provided when needed.

5. How does your school use 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.]
   NA

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   On the overall NYSITELL scores the majority of our ENL students are in the high intermediate proficiency level across the grades. We had 5 new admits who took the NYSITELL. 4 scored Commanding and 1 Entering. The NYSITELL data shows we have 1 Entering student. In the NYSESLAT data the data shows students 27 moved up one or more levels, 23 scored Commanding and 41 remaining at the same level. In order to assist students and teachers more PD on sound ESL strategies will be included more consistently throughout the grades. This will be done effectively through the work of content area teachers working with ESL pedagogues to effectively incorporate the skills students are utilizing to move up one level on the NYSESLAT. As for the NYSITELL all new beginners will have the required minutes of ENL services in addition to providing tutoring. Beginners will also take a Wilson Reading class to help them. As for the Regents Data all students who did not pass regents will take part in the ELT classes which are specially designated to assist them in developing their skills.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   We review the data using EDAT and other reports in order to make all the necessary adjustments for students.
Part IV: ELL Programming

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.
      Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.
      All Entering level students receive a minimum of 540 minutes of ENL instruction per week; 180 minutes for ENL and then 180 ENL/ELA. Emerging students at BCA receive at least 360 minutes of ESL instruction per week with 90 minutes for ENL and 180 for ENL/ELA with 90 minutes of integrated Social Studies class. Transitioning students receive a minimum of 180 minutes; 90 minutes of Integrated ENL/ELA or Integrated ENL/Social Studies. Advanced ENL students are programmed into 180 minutes of Integrated ELA/ENL or Integrated Content Area/ENL. Proficiency/Commanding students receive 90 minutes of integrated ENL/ELA or Integrated Content Area classes. At BCA all Stand-Alone classes are taught by an ENL teacher and the integrated classes are taught with an ENL pedagogue and a content area pedagogue. For the Entering students classes in ENL are homogenous with the exception of 2 or 3 students. 9th graders at BCA travel in cohort but are separated by proficiency level during their ESL and ENL/ELA classes. For 10th graders are by cohort and heterogenous. As for the 11th 12 graders they are in heterogenous classes across the content areas.
   
   b. TBE program. If applicable.
      NA
   
   c. DL program. If applicable.
      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)?
      Paste response to questions here:
      Our free-standing ENL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response. An Entering level students receive a minimum of 540 minutes of ESL instruction per week; 180 minutes for ENL and then 180 ENL/ELA. Emerging students at BCA receive at least 360 minutes of ENL instruction per week with 90 minutes for ENL and 180 for ENL/ELA with 90 minutes of integrated Social Studies class. Transitioning students receive a minimum of 180 minutes; 90 minutes of Integrated ENL/ELA or Integrated ENL/Social Studies. Advanced ENL students are programmed into 180 minutes of Integrated ELA/ENL or Integrated Content Area/ENL. Proficiency/Commanding students receive 90 minutes of integrated ENL/ELA or Integrated Content Area classes. At BCA all Stand-Alone classes are taught by an ENL teacher and the integrated classes are taught with an ENL pedagogue and a content area pedagogue. For the Entering students classes in ENL are homogenous with the exception of 2 or 3 students. 9th graders at BCA travel in cohort but are separated by proficiency level during their ESL and ENL/ELA classes. For 10th graders are by cohort and heterogenous. As for the 11th 12 graders they are in heterogenous classes across the content areas.
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.

All content area classes for ELL’s at Bronx Collegiate Academy are taught in English and all of the Social Studies classes for ELLs have an ESL pedagogue supporting students in class. In 9th and 10th grades ELLs are also supported in their ENL/ELA integrated class. Content area strategies for the ELL’s include graphic organizers, building background knowledge, content area literacy strategies, identification of cognates, scaffolded writing exercises, and other methods to support literacy. Materials include textbooks, visuals and graphic organizers and technology such as the Smartboard, Internet, and ELMO. ENL teachers provide content area support in several ways. When co-teaching a class, the ENL teacher will plan or review lessons to ensure that the language is comprehensible for the ELL’s. The language of a lesson can be simplified but not the content. The ESL teacher will offer strategies that are helpful to ELL’s, as well as assessment ideas. The ENL teacher will also focus on delivering content area vocabulary in an understandable way. The ESL teacher works with students in small groups or individually.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All new Spanish speaking ELL’s are evaluated using the Spanish Lab or Spanish Regents. Practice exams in their Spanish classes which are administered by the certified Spanish teacher. Various formal and informal screeners are also used to evaluate students language. Regents are also provided in the native language. Regents are also provided in native language.

5. How do you differentiate instruction for each of the following ELL subgroups?

<table>
<thead>
<tr>
<th></th>
<th>Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>SIFE</td>
</tr>
<tr>
<td>b.</td>
<td>Newcomer</td>
</tr>
<tr>
<td>c.</td>
<td>Developing</td>
</tr>
<tr>
<td>d.</td>
<td>Long Term</td>
</tr>
<tr>
<td>e.</td>
<td>Former ELL’s up to two years after exiting ELL status</td>
</tr>
</tbody>
</table>

Bronx Collegiate Academy makes every effort to service all ELL’s within the constraints of a small school and teaching staff.

5a. When necessary, SIFE students are offered multi-grade programs to make up any skills or credits missed through interrupted formal education. Content area teachers support SIFE students with a variety of ESL strategies. Smartboards, ELMO overhead projectors and computers are used in the classroom. After school support is available in all content areas. Scaffolding and differentiation are utilized in the classroom. Students are also placed in our Wilson Reading program to assist with basic phonics.

5b. Newcomer ELL’s are grouped Homogeneously at first to allow for both intensive targeted instruction and to allow time for students to adjust to the new school setting. When available, special summer school classes are offered for newcomer ELL’s to help support ENL instruction before the school year begins. After the 9th grade, summer school programs facilitate language and skills review as students’ progress to the upper grades. Regarding testing, Newcomer ELL’s are introduced to standardized testing procedures within the first year through the NYSITELL and NYSESLAT preparatory exercises. Because Newcomer ELL’s may never have been exposed to standardized testing, teachers in these classes take extra care to explain and practice testing procedures. In the classrooms, teachers differentiate using projects, group work and pair work. Activities are scaffolded. For reading, content is differentiated according to the students’ individual level and classrooms have new leveled libraries. ESL strategies, such as visuals, graphic organizers and scaffolding are used by all teachers. The Reading Plus reading program, an independent reading program on the Internet, is used twice a week. After school support is available in all content areas. Newly arrived students who have received 4-6 years of ENL instruction have generally achieved proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing) but need targeted instruction to achieve full proficiency. Teachers review these students Interim Assessments and NYSESLAT scores to identify specific areas of need, and program and plan instruction to accommodate the students’ continued progress. The BCA literacy program provides for a period of reading and a period of writing each day. We also use the reading and writing program, Reading Plus. It is an independent reading program accessed on the Internet that students use in class 2-3 days a week. We offer a Regents Prep class to 11th and 12th ELL’s and the writing focus will be on essay formats similar to those on the ELA Regents exam.

5c. Students who have received 4-6 years of ENL instruction have generally achieved proficiency in one or more of the language modalities (Listening, Speaking, Reading or Writing) but need targeted instruction to achieve full proficiency. Teachers review these students Interim Assessments and NYSESLAT scores to identify specific areas of need, and program and plan instruction to accommodate the students’ continued progress. The BCA literacy program provides for a period of reading and a period of writing each day. We also use the reading and writing program, Reading Plus. It is an independent reading program accessed on the Internet that students use in class 2-3 days a week. We offer a Regents Prep class to 11th and 12th ELL’s and the writing focus will be on essay formats similar to those on the ELA Regents exam.

5d. Teachers continue to assess specific language needs for Long Term ELLs. Generally, these are upper classmen who have completed their required credits but struggle with the Regents Exams, typically those in ELA and Global History. Students are offered targeted instruction in academic reading and writing, as well as content area literary and test preparation strategies to prepare for the Regents.
5e. After testing proficient students are placed in ELA and regular content area classes. They are provided with access to all ESL services and after school ENL programs. Also all ELL accommodations mandated by the state are in place to facilitate their transition into mainstream classes.

6. 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?

Programs for ENL/SWDs are scheduled in meetings by the SPED coordinator, Ms. Lieberman, the ESL coordinator, Ms. Rivas and the scheduling coordinator, Ms. Vartanova. Students' scores on the NYSESLAT and SPED academic testing such as the WRAT, KTEA and Woodcock and Johnson are considered during student placement process. Their needs and the ENL/SWDs are placed in small classes with integrated co-teaching. Learning styles are evaluated and differentiation occurs through leveled learning. The literacy block provides for one period of reading and one period of writing each day. The classrooms have leveled libraries and students read independently during the reading period. Instructional strategies include visuals, building background knowledge, scaffolding and pair and group work. Technology such as the Smartboard, ELMO and computer tasks are also utilized in the classroom. Every effort is made to provide appropriate programs for ENL-SPEDs the classroom teachers use ESL strategies, such as visuals, building background knowledge and graphic organizers, to facilitate understanding. Tasks are scaffolded and differentiated to ensure comprehension. In some content areas, textbooks and workbooks are available in Spanish or bilingual editions. After school support is also available. Instructional strategies for ENL-SWDs include building background knowledge, graphic organizers, visuals, understanding of cognates and a wide variety of reading and writing strategies. We use several sets of textbooks for content areas and Engage NYC for ELA/ENL. Classrooms have leveled libraries as well for independent reading. Reading Plus a leveled, independent reading program that students access on computers is also used in our ESL/ELA Sped classrooms. We also offer HOMERUN an after school program specifically for SWED's and ELL's. HOMERUN is an after school program where students receive academic support, social and cultural activities and field trips for ELL students and parents.

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

For students who have both ELL and special needs, the school programmer reviews their IEP's and NYSESLAT results and consults with teachers to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform students placement, but every effort is made to accommodate both mandated ENL/ELA/NLA instruction along with Self-Contained, Co-Teaching, ICT and Special Education Teacher Support Services. Students are placed in ICT classes based on the NYSESLAT results and IEP requirements.

8. 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.

Bronx Collegiate Academy offers tutoring classes in ELA, math and other content areas to all students three days a week. Students participate in intervention programs during the school day and after school both programs have ENL pedagogues to support students academically and socially. ELL's participate fully in these tutoring classes and a few are targeted specifically for ELL's. After school tutoring is also available for beginning ENL students for language acquisition and other tutoring is offered based on Regents Scores. We also offer support for ENL students in the 9th and 10th grades by keeping all ENL students together in Math classes and providing a Bilingual Paraprofessional in the classroom.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

At Bronx Collegiate Academy we continue to use Reading Plus, Wilson Reading, an independent reading program as well as Castle Learning Online for supplementary work. We have also implemented the 7 SEAS program to enhance our students social, cultural and academic experience at BCA. We've also created a program called CASA which assists students in their academics and social emotional development.

10. If you had a bilingual program, what was the reason you closed it?
We have eliminated the Achieve 3000 reading program which is now replaced by Reading Plus. Students were surveyed as to which program they preferred and Reading Plus got the most votes. Both programs have impacted student achievement but for now Reading Plus will continue to be used at BCA.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL’s are encouraged to participate fully in the school life at Bronx Collegiate Academy. ENL tutoring, ENL summer school/programs and CASA are the supplemental services available for students. We encourage them to learn and socialize fully with General Education students. We also have various clubs students can be a part of softball, soccer, anime, arts outlet program, band, cosmetology, community service, dance, photography club, community service, dance, I Will Graduate/Journalism, Robotics, Student Government, The Future Project, Culture Club.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

As in all classes at Bronx Collegiate Academy, ELL’s are supported through the use of Smartboards, ELMO overhead projectors, class laptop carts as well as fieldwork and experts. ELL’s are provided with additional supports, including Reading Plus and Ipads.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Most ELL students at Bronx Collegiate Academy receive native language support, either through Spanish language classes or tutoring in French with a native French speaker. There are a few students who do not receive native language support because their native language is not typically spoken here. All students have bilingual dictionaries (English/French), (Spanish/English) available in classes. Students are provided glossaries/dictionaries and technology to assist them.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All students are grouped by grade and proficiency levels. All students are using the high school curriculum in all subjects which is aligned to NYS CCLS. Teachers work with our ENL teachers to modify and scaffold for our ENL population.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

NA

16. 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).

When available, ENL summer school programs are offered to incoming ELLs as well as Summer Bridge. Students have an opportunity to begin or review their language skills, meet ESL faculty and form social and academic relationships with their peers. Students who enroll throughout the school year are paired with an ESL buddy to help them get acclimated with the new school and new systems. New ELLs are also programmed with other new comers in our literacy classes to assist them in developing their English skills. Parent Coordinators, ENL Coordinator, Pedagogues and counselors are always checking in on students to ensure they feel comfortable in this new setting.

17. What language electives are offered to ELLs?

Currently, Spanish is the only native/foreign language offered at Bronx Collegiate Academy.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPS and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
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 and non-pedagogic staff.) 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?

ELL personnel at Bronx Collegiate Academy is encouraged to attend at least four Professional Development sessions from the Division of English Language Learners. Teachers attend different sessions and then turn key the information to the rest of the department or our entire staff if appropriate. Also, once a month BCA holds whole school professional development for all teachers. At least 4 times a year these sessions have a focus on ELLs which will meet the 15% of total hours ELL specific PD for all teachers. In addition ENL Pedagogues will attend these sessions plus the QTEL training which is ELL focused.

At BCA we meet regularly as an ESL Department to discuss students needs, assess both teaching and learning strategies. Weekly meetings including whole school planning and department planning with a specific focus targeting improvement in teaching our students. The plan is to focus on a different strategy and skill to build students levels of reading and writing stamina for the year. The ESL department has noticed students need to develop their stamina in all subjects and with this focus we are adopting proactive methods of integrating strategies to build students’ overall academic stamina. All ESL teachers work and co plan with content area teachers in order to create a scaffolded curriculum based on the Common Core training provided by NYCDOE to better serve our ENL population. All BCA pedagogues are participating in the Common Core professional development which also incorporates a focus on ENLs and guidance is also provided by our ENL Support.

Administrators, guidance, secretaries and all school staff participate in various PD about ENL assessments, language acquisition and needs of ENL families.

During our the monthly/weekly PD all pedagogues will participate in ENL targeted strategies and skill building geared for them to develop their repertoire on ENL pedagogy. Sessions will include rigor in the class for ENL students, scaffolding, checks for understanding, vocabulary development and writing strategies for content area teachers.

PD Schedule

2. 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.

At BCA we meet in Grade Level Teams with at least one ESL teacher in each grade to better assist teachers in understanding the needs of the ELLS. Teachers have also been assigned a group of ELLS to work with in each grade level. We are also working together in with various departments and discussing how to incorporate more diverse strategies with a sufficient amount of scaffolding to better assist ELLS. In the 9th grade especially teachers are guided on how to ensure ELL students stay organized...
and on top of their work. Also, teachers encourage ELLs to stay for tutoring when needed and are given materials to ensure ELL students have all they need to be successful in high school. All BCA has adopted the BCA binder for students in order to continue assisting students with developing their organizational skills and college readiness. At this point in the year it seems to be working effectively. All agendas, attendance and records are kept in google docs and ENL binder. BCA will continue its plan to work with all the content area teachers either individually or as a department to continue integrating and developing an instructional plan which serves ELLs. Staff training will be conducted throughout the year as needed to meet the 15% of total hours of ELL training. ELL personnel at Bronx Collegiate Academy attend at least four Professional Development sessions from the NYCDOE Office of English Language Learners. Teachers attend different sessions and then turn key the information to the rest of the department or our entire staff if appropriate. Also, twice a month (every other Wednesday of every month) BCA holds whole school professional development for all teachers. At least 4 times a year these sessions have a focus on ELLs which will meet the 15% of total hours ELL specific PD for all teachers. In addition ENL Pedagogues will attend these sessions plus the QTEL training which is ELL focused. All ENL teachers will also be required to attend 50% of their PD on ESL strategies.

### 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?
   BCA conducts and Annual Meeting with Parents Schools or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child’s English language proficiency assessment results and language development needs in all content areas. During this meeting school staff sufficiently informs the parents or guardians about the child's language development in all content areas in English. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Our ESL Coordinator will record attendance using existing procedures.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**
   BCA is continuing its partnership with Counseling In Schools services with the aim of increasing overall attendance and encouraging parental involvement. Counseling In Schools consists of a bilingual school-based staff, and offers a parent workshop at the beginning of the school year and throughout the year. Parents will also be invited to the ELL Parent Conference night where teachers will speak them individually about their child's academic, linguistic, social and emotional development. If parents are unable to attend the ESL Department along with Counseling In Schools will make parent phone calls and appointments to ensure parents are informed about their child's needs. Translations services are available in French, Bengali, Spanish and English at our school. If needed over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. Our ELL parent involvement has grown in the last couple of years and today we even have one of the ELL parents as the PTA president. Our BCA community has truly grown in the last couple of years and the parents feel very welcomed. They are strong advocates for their children and BCA.

Faculty and staff at BCA come into regular contact with parents: faculty maintains a grade-level call log to track all communication with parents, including those of ELLs; Counseling in Schools and office staff members are in frequent touch with parents about attendance or other non-academic issues; and our parent coordinator is responsible for staying in regular touch with the needs and recommendations of all parents, including ELLs. Additionally, two bilingual Deans of Students communicate regularly and effectively with parents of ELLs in their native languages (in most cases) regarding uniforms, behavior, and Collegiate Credits. Finally, BCA administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey.
accurately, should they have any questions. All translation services needed are either provided in house of by Translation and Interpretation Unit at the DOE.

**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: Our graduation rate has increased by 25% this past year.
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, D White, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:**  
**Bronx Collegiate Academy**  
**School DBN:** 09X227  

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darryl White</td>
<td>Principal</td>
<td></td>
<td>9/27/17</td>
</tr>
<tr>
<td>Nichole Lieberman</td>
<td>Assistant Principal</td>
<td></td>
<td>9/27/17</td>
</tr>
<tr>
<td>Stephanie Caceres</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/27/17</td>
</tr>
<tr>
<td>Maria Rivas</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/27/17</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Gicel Adon</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Jessica Bailey</td>
<td>Coach</td>
<td></td>
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<tr>
<td>Grace Ali</td>
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<tr>
<td>Yomayra Guzman</td>
<td>School Counselor</td>
<td></td>
<td>9/27/17</td>
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<tr>
<td>Michael Alcoff</td>
<td>Superintendent</td>
<td></td>
<td>9/27/17</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td></td>
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<td></td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie</td>
<td>Caceres</td>
<td>Language Access Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

* Bronx Collegiate Academy looks at the home language surveys, the Learning Environment Surveys, ATS reports (RCPL and RAPL/RSSS & RHLA) and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. Data is also gathered from Part III of the Home Language Identification Survey, Student Emergency Contact cards, SKEDULA and is maintained on a google excel document. The document has the following information parents' language, students' name, class and grade.

* The Parent Coordinator interacts with parents and keeps forms informational guides, and the translation number for parent teacher conferences and Special Education (IEP) conferences to meet the language needs of parents/guardians.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</tr>
<tr>
<td>(American) Sign Language</td>
<td>1</td>
<td>.17</td>
<td>1</td>
<td>.17</td>
</tr>
<tr>
<td>TWI</td>
<td>2</td>
<td>.33</td>
<td>2</td>
<td>.33</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

NA

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly newsletter</td>
<td>Sept. 15th, Oct. 20th, Nov. 17th, Dec. 15th</td>
<td>Staff member will translate -prior 2 day before the mailing. For other languages, documents will be sent to the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Handbooks</td>
<td>Sept. 6th</td>
<td>The Parent Coordinator translate the handbook, one of the AP will review for approval, which will be hand out</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-School Program Information</td>
<td>Sept. 6th, Sept. 15, Sept. 28th &amp; Oct. 20th</td>
<td>The AP will translate, and it will be distributed during orientation and mailed out Sept. 15th &amp; Oct. 20th. For other languages, documents will be sent to the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Exam Notifications</td>
<td>Nov./Jan./May and June</td>
<td>AP and LAC Review Exam notifications for translation. For other languages, documents will be sent to the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Student Progress Letters</td>
<td>Mid Semester/End of Semester</td>
<td>AP and LAC Review Exam notifications for translation. For other languages, documents will be sent to the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Announcements and emails</td>
<td>Every Month</td>
<td>BCA Monthly Mailing For other languages, documents will be sent to the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>Sept./Nov./March</td>
<td>Mailing- AP will translate letter info. Robo Calls- Parent Coordinator will translate Backpack- Letters to parents For other languages, documents will be sent to the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Announcements and phone calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting Name</td>
<td>Month/Frequency of Meetings</td>
<td>How does your school plan to provide interpretation service(s)?</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Welcome Orientation for all parents held in September</td>
<td>Sept. 6th</td>
<td>Parents who need interpretation services will be grouped for a staff members to assist.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers can call from their cell phone 1-855-249-9103, which they will get a live person for interpretations.</td>
</tr>
<tr>
<td>Parent-teacher conferences</td>
<td>Evening Parent-Teacher Conferences 11/9/17. Afternoon Parent-Teacher Conferences 11/10/17</td>
<td>Staff and teachers will call 1-855-249-9103, which they will get a live person for interpretation.</td>
</tr>
<tr>
<td></td>
<td>- Evening Parent-Teacher Conferences 3/8/18.</td>
<td>School staff/Translation and Interpretation Unit.</td>
</tr>
<tr>
<td></td>
<td>Afternoon Parent-Teacher Conferences 3/9/18.</td>
<td>Staff and teachers will call 1-855-249-9103 to get a live person to translate.</td>
</tr>
<tr>
<td>Meet and greet teacher evenings every marking period</td>
<td>Sept. 28th Evening</td>
<td>Parents who need interpretation services will be grouped for a staff members to assist.</td>
</tr>
<tr>
<td></td>
<td>May 3rd Evening</td>
<td>School staff/Translation and Interpretation Unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff and teachers will call 1-855-249-9103 to get a live person to translate.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Ongoing</td>
<td>School staff/Translation and Interpretation Unit.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, the most efficient way to communicate with parents is through the blackboard connect (robo calls). It automatically translate the message to the parents in their language. Use Language Line to inform parents they can all the school in their language. Train staff to sue the 3-way call system to add Language Line to incoming calls.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Language Access Coordinator will turnkey training on language access to all staff members. Distribute language line information.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school works hard to meet the translation requirements described in the Chancellor’s Regulations. In all communications with parents we ask them if they need translation and provide it at their request. The Multilingual Welcome Poster, Language ID Guide and Parent Guide to Language Access and "I Speak...Card are provided for parents.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will conduct a parent survey in order to gather feedback from parents to improve and monitor our language and interpretation services. Conduct an annual survey using Language Line to survey parents about language assistance provided during the school year.