



**BRONX BRIDGES HIGH SCHOOL (08X432)**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (08X432)**

**ADDRESS: 1980 LAFAYETTE AVENUE, BRONX, NY 10473**

**TELEPHONE: 718-829-2984**

**FAX: 718-829-2987**

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**NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 08X432      **SCHOOL NAME:** Bronx Bridges High School

**SCHOOL ADDRESS:** 1980 Lafayette Avenue

**SCHOOL TELEPHONE:** 718-829-2984      **FAX:** 718-829-2987

**SCHOOL CONTACT PERSON:** Pablo Villavicencio      **EMAIL ADDRESS:** pwillavicencio@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**\*SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jason Locke

**PRINCIPAL:** Pablo Villavicencio

**\*UFT CHAPTER LEADER:** Jason Locke

**\*PARENTS' ASSOCIATION PRESIDENT:** Rosairis Reyes

**\*STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Esmerlin Valerio, Carlos Ozuna, Ramon Guterrez

**\*ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 08      **CHILDREN FIRST NETWORK (CFN):** 603

**NETWORK LEADER:** Richard Cintron

**SUPERINTENDENT:** Elena Papaliberios

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: Once the SLT has been formed, enter the names and positions in the spaces provided. If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Pablo Villavicencio	*Principal or Designee	
Jason Locke	*UFT Chapter Chairperson or Designee	
Rosairis Reyes	*PA/PTA President or Designated Co-President	
Teofilo Lebron	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Esmerlin Valerio Ramon Guitierrez Carlos Ozuna	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hannah Miller	CBO Representative, if applicable	
Gladys Santapau	Member/ Social Worker	
Michelle Linke	Member/Teacher	
Gladys Encarnacion	Member/Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

**\* Core (mandatory) SLT members.**

### **SECTION III: SCHOOL PROFILE**

#### **Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, New School Proposal, etc.).

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**BRONX BRIDGES** strives to build a small community where *EVERY* student is known personally and supported in achieving their intellectual, linguistic, and social- emotional potential. Teachers and staff work closely with students to help them achieve their academic goals and explore their interests and passions. Our community is designed to meet the needs of English Language Learners, including those whose native language is Spanish, French, Arabic, Bengali, Urdu, Twi, Fulani, and even Ukrainian.

**BRONX BRIDGES** honors and values the contributions of all members of our community—students, parents, school faculty and staff, educational partners, and the local community. Our students' cultural and linguistic backgrounds are an integral part of our academic work. We are committed to assisting students in maintaining the richness of their personal histories and providing them with a sense of their place in the greater community. We provide an academically rigorous and intellectually challenging experience to ensure ALL students are in a position to positively impact their community and access opportunities in the broader society.

Our graduates are prepared to meet the challenging demands of a university education and ready to succeed in the 21st century workplace.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. Feel free to use any additional measures used by your school to determine the effectiveness of educational programs). It may also be useful to review your school's use of resources: New school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What are the most significant aids or barriers to the school's continuous improvement?

**NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.**

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Bronx Bridges High School is focused on meeting the needs of a wide-spectrum of English Language Learners, from SIFE students to LTEs. Currently 27.2% of our students are SIFE and 36.3 are LTELLs. The data collected reveals a wide range of academic needs from low reading levels (issues with decoding, phonics, fluency, comprehension), to writing (grammar, unfamiliarity with the writing process, sentence formation), to low levels of listening comprehension, and to severe deficiencies in math skills (multiplication, division, measuring, graph reading, and use of calculator). It also reveals for both SIFE and LTEs academic and social emotional issues beyond English and Math that include absentee issues, lack of awareness of high school requirements, and a lack of awareness and readiness for college.

As a new school, we used ARIS and NYS Testing exam data from the previous year to make programming decisions. Since many of our students are ELLs with no or limited data in our systems, either during the summer or within 10 days of their arrival to our school, all students were given in-house math, English (writing and reading), and Spanish diagnostics to determine both their proficiency in grade-level content and language proficiency in English and Spanish (if Home Language is Spanish or French). This data in combination with State Exams, NYSESLAT, LAB-R, ATS Biographical information, grades, student profile questionnaire, and home-visit observational notes were used to determine programming and which additional services our school would provide. Teachers will receive ADDL to identify any new admits.

The current programs offered at our school to best meet the needs of our students includes:

### **ESL/ELA Courses**

Based on the aforementioned data, students are placed in leveled ESL or ELA classes. The levels include Recent Arrivals, Beginner/Low Intermediate, Low/High Intermediate, and High Intermediate/Advanced. In regards to logistics, each of these classes meets for 1 hour and a half with an ESL and ELA certified teacher and is no larger than 15 students. Teachers develop collaboratively curriculum that is aligned to ESL standards and the Common Core State Standards. Units strategically include content objectives and language objectives for reading, writing, speaking, and listening. Instruction is based on the workshop model. The following data summarizes our greatest need.

Diagnostic	Level	SIFE	LTELLs
Reading Records	Below 2 <sup>nd</sup> Grade	71.4 % (15 of 21 )	7% (2 of 28)

	Reading Level in English		
Reading Records	Below Grade Level by 2 Yrs.	100%	95%

### Math Courses

Based on the aforementioned data, students are placed into semi-heterogeneous Integrated Algebra Courses that do not exceed 22 students. SIFE (Students with Interrupted Formal Education) students are placed into two different sections where there are two teachers to provide additional support in deficient math skills. Units strategically include content and language objectives. Instruction is based on the workshop model. We used the following data

Assessment	Level	SIFE	LTELLs
STM	Below Grade-Level Proficiency	84%	53%
In-House Math Diagnostic Basic Operations	Below Grade-Level Proficiency	74%	23%
In-House Math Diagnostic: Fractions	Below Grade-Level Proficiency	100%	75%
In- House Math Diagnostic: Percents	Below Grade-Level Proficiency	89%	66%

### Extended Day Learning

Days	Times	Student: Teacher Ratio	Programs	Structure
Monday, Tuesday, Thursday, Friday	3:40-5:40 p.m.	8: 1	ELA: System 44, Guided Reading, Achieve 3000  Math: Small Group Tutoring, Apangea Learning	1 math group and 2 ESL/ELA groups. Students rotate twice during session

### Saturday Program

Days	Times	Student: Teacher Ratio	Programs	Structure
Saturday	8:30 a.m. to 12:30 p.m.	8: 1	ELA: System 44, Guided Reading, Achieve 3000  Math: Small Group Instruction, Apangea	1 math group and 2 ESL/ELA groups. Students rotate twice during academic session. Students then

			Learning College Awareness Session	meet in small groups or whole group for sessions that focus on college awareness or preparedness.
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**Modules/Inquiry Teams**

Student’s data is used to create intervention groups (Modules) for both SIFE and LTE students that meet twice a week in six week cycles and is the bases of our inquiry work. Team of teachers and staff (social workers and student advocate) perform an item analysis to determine skill deficiencies and provide target instruction and try different solutions for students in either English, Math, or the social-emotional arena.

Interim assessments are given every six weeks and this data in conjunction with qualitative data is used to help determine the focus and roster of the modules groups. If the home language is Spanish or French, our SIFE students receive this targeted instruction in their native language in order to develop first language literacy and then in transferring these skills to second language. Currently LTE module groups are either working on comprehension, writing with a thematic focus on the transition to high school since our NYSESLAT data indicated that these were the greatest areas of need.

**Community Partnerships**

In partnership with Good Sheppard Services, we are providing our LTEs with additional academic and social-emotional support with a focus on college awareness and readiness. Good Sheppard provides us with an advocate counselor that works closely with all our LTEs in-class, during lunch, and during modules.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.**

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**GOAL 1: Maintain a 90% or higher student attendance average.**

**RATIONAL:** Prior to the start of the year, all staff analyzed our students' attendance data. 34% of our students had missed more than 15 days of school in 2009-2010. Another 43% of students had missed from 5-14 days of school, signifying that 77% of our student body had missed more than 5 days of school. Research (and common sense) clearly demonstrates that there is a correlation between student achievement and student attendance. **Our goal is to create a school culture of high achievement where students demonstrate their understanding of the importance of attending school by maintaining a 90% or higher attendance average, are held accountable to absences and school missed, and are celebrated for perfect or near-perfect attendance.**

**GOAL 2: Increase by 10% SIFE and LTEs students who are at grade-level in Mathematics as determined by the Regents.**

**RATIONALE:** 25% of our students are SIFE students, another 35.8% of our students are LTEs. Of these students, only 15% are at grade-level in mathematics. Our student body requires strong curriculum planning and significant differentiation in order to ensure that all students are mastering both content and language objectives. As a new school we must establish data collection and analysis structures in order to effectively use student data to re-teach content and language objectives and develop unit plans based on student academic and language needs. Effective and continuous collection of academic data is needed to determine whether students are mastering their learning objectives. If they are not, teachers need to regularly readjust their unit and lesson plans to re-teach objectives for mastery and scaffold further material that needs to be mastered.

**GOAL 3: The school will implement an advisory program that consistently meets twice a week and has an effective curriculum that meets the following four goals:**

- 1. To cultivate, foster and sustain relationships between and among advisees and the advisor.**
- 2. To aid in the process of self-awareness as a tool for developing self-identity and the necessary attitudes, behaviors and skills to succeed in school, college and beyond.**
- 3. To support advisees in reflecting upon and monitoring their academic progress utilizing a formal conferencing structure.**

- 4. To provide advisees with the resources, information and opportunities necessary to make thoughtful decisions about now and the future.**

**The students will be surveyed at the end of the year in regards to growth in understanding in each of the four goal areas of the advisory program.**

**RATIONALE:** Research demonstrates that schools need to be more student-centered and personalized in programs. The research also shows that if schools create safe, supportive, respectful learning environments, personalize students learning experiences, help them develop social and emotional competencies, and provide opportunities to practice using these competencies, they will achieve more academic success. Towards this goal, Bronx Bridges has developed advisories of 10-12 students called Family Groups.

Our goal is to create an effective advisory program in our first year that will support the academic and personal growth of each student.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

**NOTE:** You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will achieve a 90% or higher attendance average for the 2010-2011 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In the beginning of the year, all students who had less than a 90% attendance rate in 2010-2011 were identified and targeted for additional support and accountability for attendance. Students were notified via letters, home visits, and at school conferences regarding the importance of attendance. Family Group Advisors (faculty who lead small groups of 10-12 student advisories) developed individual plans with these students to address academic and social emotional issues that may have contributed to not attending school.</p> <p>A plan was developed and is in place for students who are absent in any given day. A staff member calls home to inquire about the student’s absence. Family Group Advisors and teachers are notified of absent students via an online portal for follow-up in class or in Family Groups. If a student is absent more than 2 days and is not excused for medical reasons, the school social worker pays a home visit to both the student and parent/guardian. The Principal, Social Worker, and a teacher representative meet weekly to discuss student attendance.</p> <p>At the end of each month, students who have 100% and 95% attendance for the month are recognized in a public forum and in their Family Groups. Students who have less than 90% attendance meet with the Principal or Social Worker to discuss the reasons and possible solutions to the attendance issues.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Community Assistant focused on family outreach and innovative interventions for at-risk students.</li> <li>• OTPS funds for school culture (\$11,000)</li> <li>• Celebrations every 6 weeks.</li> <li>• Social Worker for At-Risk, level 1 and 2 students with chronic absentee issues</li> <li>• CBO partnership with Good Shepherd to address at-risk students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Daily and monthly attendance reports with individual names and aggregate data of attendance.</li> <li>• Logs of communication with students and families regarding absences.</li> <li>• Family Group Advisor's action plans for individual students who have less than 90% attendance.</li> </ul>

**Subject/Area (where relevant):** Student Performance and Data / Interim Assessments

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase by 10% SIFE and LTEs students who are at grade-level in Mathematics as determined by the Integrated Algebra Regents.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Prior to the start of school, all faculty members engaged in a three day PD focused on Data Driven Instruction. Subsequent Wednesday afternoon PD is also focused on supporting faculty in data driven instruction.</li> <li>• Teachers are scheduled for 5 periods a week of common planning with colleagues where assessments are created, revised, and used to drive subsequent planning.</li> <li>• The whole school calendar has been aligned to six cycles of six weeks. In these cycles where teachers collect data from the assessments, conduct item analysis with colleagues and the Principal, re-teach the objectives that were not mastered by students either the following week or through spiraling content in the following unit, and develop modules of small groups of students that focus on specific content that was not mastered. Modules were built into student's programs and meet twice a week during any given cycle.</li> <li>• Teachers will create six interim assessments aligned to content objectives (based on common core standards in ELA or Math, and state-standards in other content areas), conduct an item-analysis for each assessment, and use the data to re-teach content and plan subsequent units.</li> </ul>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>• Common Planning (CR6)</li> <li>• Professional Development (RBT, Data Driven Instruction)</li> <li>• Inquiry Teams centered on Modules (Per-Session)</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• 6 interim assessments per content class. The interim assessments are cumulative.</li> <li>• Item-analysis data spreadsheet and teacher action plan for each assessment.</li> <li>• 6 unit plans per course that is aligned to interim assessments and demonstrate revision based on student data (this is to be determined after each cycle and data meeting with Principal or Department Head.)</li> </ul>

**Subject/Area (where relevant):**     Youth Development    

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Advisory program will consistently meet twice a week and have an effective curriculum that meets the following four aims: <ul style="list-style-type: none"> <li>a. To cultivate, foster and sustain relationships between and among advisees and the advisor.</li> <li>b. To aid in the process of self-awareness as a tool for developing self-identity and the necessary attitudes, behaviors and skills to succeed in school, college and beyond.</li> <li>c. To support advisees in reflecting upon and monitoring their academic progress utilizing a formal conferencing structure.</li> </ul>
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	<p>d. To provide advisees with the resources, information and opportunities necessary to make thoughtful decisions about now and the future.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• In the hiring process, teacher’s willingness to engage in the social development of our students and in an advisory program was used as criteria for hiring.</li> <li>• A social worker was hired based on her effective planning and execution of an advisory program.</li> <li>• Teachers, an advocate counselor, and the social worker worked for 4 days prior to the start of the school year to develop session plans and practice strategies to effectively engage students in Family Groups.</li> <li>• Students were strategically placed in FG groups based on observational data collected during student orientation and the first week of school.</li> <li>• Family Group advisors receive monthly professional on how to effectively execute session plans and met the goals of the program.</li> <li>• All systems of accountability, student and parent communication, and academic support are centered on the Family Groups.</li> <li>• Advisory time is honored and never used for other purposes not related to the goals of the program, without exception (including planning field-trips, assemblies, testing, and so forth on days were Family groups don’t meet)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Two teaching periods assigned to advisory</li> <li>• Student Advocate and Social Worker plan sessions.</li> <li>• Professional Development on Youth Development</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance on Family Group days and in general.</li> <li>• Referrals to social worker and principal.</li> <li>• Monthly feedback through a formal feedback form given on PD days.</li> <li>• End of the semester student survey.</li> <li>• Development of 9<sup>th</sup> grade Family Group curriculum.</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

*Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4.. Appendix 8 will not be required for this year.)*

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	78	78	0	0	36	0	20	0
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Guided Reading Groups (A-Z, Fontes and Pinnell)</li> <li>• Great Leaps</li> <li>• One-on-One tutoring</li> <li>• During the school day (5<sup>th</sup> period)</li> <li>• English Language Institute after school (M, T, R, F) and bi-monthly.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Small Group Tutoring</li> <li>• Math Basic Tutorials</li> <li>• Math Basics Small Group Instruction</li> <li>• During the school day (5<sup>th</sup> period)</li> <li>• After-school (M, T, R, F)</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Small Group Tutoring</li> <li>• During the school day (5<sup>th</sup> period)</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Small Group Tutoring</li> <li>• During the school day (5<sup>th</sup> period)</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Academic Counseling</li> <li>• One-on-One Counseling and Advisory</li> <li>• In school day and as part of</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A (small school with no access to school psychologists)
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Small Group Counseling</li> <li>• One-on-One Counseling</li> <li>• In School Day</li> </ul>

**At-risk Health-related Services:**

**N/A**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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Grade Level(s)   9   Number of Students to be Served:   78   LEP   61   Non-LEP   17 (Former LEPs)    
Number of Teachers   7   Other Staff (Specify)   2  

**School Building Instructional Program/Professional Development Overview**

Bronx Bridges High School is a school for English language learners. The school’s Transitional Bilingual Education program targets literacy acquisition in both the Spanish and English languages. The ESL Free Standing Program targets language acquisition of the English language. This is be accomplished through a rigorous academic program, Balanced Literacy, integrated curriculum, project-based learning, and critical thinking skills. Students explore ideas thematically, create portfolios, analyze and apply the acquired knowledge. Technology is infused throughout the curriculum.

We are a new school that opened in September 2010. Our student population consists of seventy-eight (78) students who range from new-comers to this country to students who are LTE or former ELLs. 48 students receive bilingual education and ESL/ELA instruction and 30 students receive ESL/ELA instruction with language support in the Spanish or French language. Each class program consists of ten weekly blocks of 96-minute ESL/ELA instruction. In addition, all other subjects met in 48-minute blocks five or seven times a week. All ESL teachers are NYS-certified and all content area teachers are certified in the area in which they are teaching. Physical education, art, drama and additional mathematics and literacy support are provided as a part of an extended day program, often integrated within the student’s program.

As per our language policy, students in the ESL intermediate levels receive the last ten to fifteen minutes of their math class instruction using sheltered English. Their science class is also conducted using sheltered English strategies. For students in the advanced ESL levels all content area classes are conducted in sheltered-English. Students in the beginner levels of ESL receive content are instruction in Spanish. English is the language of instruction in the following classes, physical education, art, and drama.

Bronx Bridges High School’s program consists of the following:

- Bilingual classes for Spanish speaking ELL. Each bilingual class has approximately 22 students.
- An interdisciplinary humanities curriculum that integrates history, the arts, NLA, ELA/ESL and technology
- Native Language and English language usage is aligned with New York State’s Language Allocation Policy

- Native Language and ESL instruction is fully aligned with State Education Department (SED) NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach
- ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R OR NYSESLAT) and is consistent with CR Part 154 requirements
- Academic content is fully aligned with CR Part 100 standards
- All classes use the Workshop Model and incorporated technology as a learning tool
- ESL instruction is provided by fully certified ESL teachers
- Extended day program that includes: credit bearing courses, ESL classes, tutoring in all subjects, physical education, clubs and peer tutoring homework.
- Some students also participate in mentoring and internship programs
- All students receive extended day support services

**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.

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The school’s program includes five forty-eight minutes common preparatory periods in which all teachers have an opportunity to meet for the following activities: subject meetings/ planning time; advisories meetings; Pupil Personnel Team Meetings/ Focus groups meetings; Interdisciplinary Teams Meetings; and others. Staff developers and consultants meet with teachers individually, by cohorts or with the school at large to work on specific tasks. All teachers work on curriculum development using backwards design and literacy strategies in content area classes. Our CFN instructional specialists will provide professional development in ELL strategies, Youth Development, college readiness and data analysis.

In addition, the teaching staff meets on Wednesdays during a common meeting time for professional development activities to continue the work in the following areas: Understanding by Design, *Backwards Planning*; Providing Sheltered English Instruction to ELL, *using the SI model*; Teaching reading and writing to ELL, *using balanced literacy*; Scaffolding instruction for ELL and reading and writing through the content area, *using QTEL and AVID*; Using technology as a tool to teach ELL; The development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology; and Youth Development.

We are also awaiting to hear from SIFE

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

***We are a new school and do not have Title III funding.***

**Section I. Student and School Information**

Grade Level(s)   9   Number of Students to be Served:   78   LEP   61   Non-LEP   17 (Former LEPs)    
 Number of Teachers   7   Other Staff (Specify)   2  

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**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.

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**Section III. Title III Budget**

**Bronx Bridges did not receive Title III funds.**

**School:** \_\_\_\_\_ **BEDS Code:** \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to determine the written translation and oral interpretation needs, our school uses entrance interviews, the Home Language Survey, HL information on ATS and ARIS, and a student profile questionnaire to determine the needs of our parents and families. This is all done prior to the start of the school year and with each subsequent new admit/transfer student.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school is focused on serving English Language Learners. 100% of our families require written translation and oral interpretation. This is communicated to our faculty and staff in our weekly staff meetings, school-based portal, and in communications to our parents. 90% of our parents require Spanish translation and interpretation services, 8% require French, and 2% require other services (Urdu, Bengali, Fulani, Mandingo)

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All documents are translated to the languages of our parents (with the exception of those that do not have a written form). We use the DOE Translation & Interpretation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In all meetings, we have Spanish and French interpreters. In cases where other languages are needed, we use the DOE Translation & Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Parents were notified of this during the orientation, first week of school, the first parent-teacher conference and is posted in the main office.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

This is posted in the main hallway and in main office.

C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

This is addressed in the campus-wide safety plan.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

All forms are available in Spanish (90%) and French (8%)

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

This is handled by another NYCDOE entity.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$69,100	\$0	\$69,100
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$698	\$0	\$698
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3491	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$6981	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   6  

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Parent Involvement Policy 2010-2011**

At Bronx Bridges High School, *parents and community members are viewed as integral members of the design efforts of BBHS and will continue to have many opportunities to be involved in the school* (America’s Choice Design Handbook, 2005). Bronx Bridges’ parents are encouraged to take an active role in the operations and functions of the school and its daily activities. Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all our students. The administration, faculty and staff of the school support an open door policy where parents are encouraged to visit the school. Bronx Bridges’ supports parental involvement by encouraging meaningful participation in school operations through active involvement with the Parent Teacher Association and School Leadership Team. Parents are also encouraged to attend school activities and functions such as Parent Teacher Conferences, Bronx Bridges’ Awards Night, and various sports and club activities. The Bronx Bridges’ mission is for *all students to graduate ready to enter college with a learning plan that will serve as a bridge for their journey from school to further study and beyond* and the Bronx Bridges’ parents are a key factor in making this mission a reality.

### **I. General Expectations**

Bronx Bridges High School agrees to implement the following statutory requirements in support of strengthening student academic achievement:

1. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
3. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
4. The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
5. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
  - that parents play an integral role in assisting their child's learning;
  - that parents are encouraged to be actively involved in their child's education at school;
  - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Implementation**

1. Bronx Bridges High School will take the following actions to involve parents in the joint development of its school parental involvement policy under section 1112 of the ESEA:
  - Conduct an informational meeting regarding parental involvement at Bronx Bridges at the Fall 2008 Open School Evening.
  - Conduct an informational workshop at the first Parent Teacher Association meeting in the Fall of 2008.
  - The Parent Coordinator will establish a Parent Outreach Committee whose purpose will be to explore strategies for increased parental involvement at a variety of school activities.
2. Bronx Bridges High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Provide information and consultation to the Executive Board of the Bronx Bridges High School Parent Teacher Association regarding the parent involvement policy.
  - Provide information and consultation to the School Leadership Team regarding the parent involvement policy.
  - Establish a Parent Outreach Committee to consult in the revision and management of the Bronx Bridges High School parent involvement policy.
3. Bronx Bridges will provide the following necessary support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- create a Parent Outreach Committee
  - continue the monthly bilingual parent newsletter
  - increase the percentage of parents participating in the e-mail data base
  - maintain PTA representation at school open houses
  - continue communication through letters and phone calls regarding school policies and academic progress and science lab progress reports from school leadership and staff.
  - continue calling parents to inform them of student's attendance.
  - continue use of translators of Spanish and French provided by the Department of Education at school open houses and Parent Teacher Conferences.
4. Bronx Bridges High School will conduct a needs assessment, evaluating the content and effectiveness of the parent involvement policy. The needs assessment will involve all stakeholders including administration, faculty, staff, students and parents. The Bronx Bridges' parent involvement plan will then be edited and revised and the document will be distributed to all parents in the school through liaison to Parents and Families. The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policy.
5. Bronx Bridges High School will provide assistance to parents of children served by the school by offering workshops to meet the needs of its parent population. Some of the workshops to be provided in the 2008-2009 school year include:
- the state's academic content standards
  - the state's student academic achievement standards
  - supplementary educational support of classroom instruction in the home
  - NCLB laws with a focus on instructional practices
  - hands-on literacy, mathematics and other relevant training for parents
  - college preparatory strategies
  - preparing for the PSAT/SAT
  - communicating with teens
  - beginner Spanish
  - drug and alcohol prevention seminar

6. Bronx Bridges' staff, with the assistance of its parents, will educate its school community, on the value of contributions of parents, on how to implement and coordinate parent programs, and how build ties between parents and schools.
7. Bronx Bridges' will assist parents in the communication of school policies and programs and will encourage parents to attend meetings, workshops, and conferences. The Parent Coordinator will communicate with parents by phone, e-mail and the monthly multi-lingual parent newsletter with the goals of increasing parental involvement in school activities and opening the lines of communication between BRONX BRIDGES staff members and parents. The Parent Coordinator will also establish a Parent Outreach Committee whose purpose will be to explore strategies for increased parental involvement at a variety of school activities.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Bronx Bridges High School on December 14, 2010 and will be in effect for the period of one year from September 8, 2010 to June 30, 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 30, 2011.

### **1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **School-Parent Compact 2010-2011**

The Bronx Bridges High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the

means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This policy was adopted by The Bronx Bridges High School on December 14, 2010 and will be in effect for the period of one year from September 8, 2010 to June 30, 2011.

## **School Parent Compact Provisions**

### **School Responsibilities**

The Bronx Bridges High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards. BRONX BRIDGES follows the America's Choice Design for high schools. This reform design is driven by the New Standards Performance Standards and promotes the achievement of state and city standards. The design is rigorous and supports improved scores on Regents assessments.
2. Hold parent-teacher conferences semi-annually during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Three report cards a semester; 2 semesters a year
  - Progress reports on an as needed basis up to six times a year
  - Parent-teachers conferences two times a year
  - Phone calls on an as needed basis during the year
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parent-teachers conferences two times a year
  - Phone calls on an as needed basis during the year

The administration, faculty and staff of the school support an open door policy where parents are encouraged to visit the school and classes and arrange for appointments on an as needed basis.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any *Schoolwide* Program plan in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

*Serving, to the extent possible, on policy advisory groups, such as the Parent Teacher Association, and School Leadership Team.*

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
  4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  6. Strategies to increase parental involvement through means such as family literacy services.
  7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

The funds are 100% being used to address the needs of low or underperforming students (1 or 2 on 8<sup>th</sup> Grade Math and/or 8<sup>th</sup> Grade ELA NYS State Tests). Funds are used to:

- Provide afterschool programming in Math and ELA/ESL.
- Provide academic and social-emotional one-on-one and small group counseling.
- Provide additional pull-out and push-in intervention in Math.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

-Over 91% of our students are free or reduced lunch recipients and over 90 enter our school as low performing either in Math or ELA. Our school is designed to meet the needs of these students both in during the day instructional and youth development programming and in afterschool programs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

In addition to block scheduling for ELA, we provide academic intervention built into our school day and in our afterschool programming.

4. Coordinate with and support the regular educational program;

All academic intervention and afterschool programming is aligned to the instruction that is being provided with the core mandated classes, ensuring that students acquire the skills and content necessary to be successful in their general coursework.

5. Provide instruction by highly qualified teachers;

All teachers are highly certified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Opportunities for professional development for Title 1 teachers are provided by Research for Better Teaching and CFN 603. Dissemination of information to constituencies is done through PTA, Parent Liaison, Parent Engagement Workshops, School Newsletter, Faculty Conferences, Parent/Teacher Conferences and Curriculum Orientation meetings. Open School Week provides opportunities for parents to see the program first hand and three times a year; Title 1 Progress Reports are given to parents to keep them current on their children's progress. Title 1 teachers remain available to meet with parents after the dissemination of these Progress Reports. Our Parent Coordinator hosts weekly Parent Engagement Workshops to educate and inform parents of academic and social topics.

7. Provide strategies to increase parental involvement; and

Title 1 Progress Reports allow parents to see benchmark progress of their children within the Title 1 Program. These reports are in addition to the mandated report cards. Meetings are set between the Title 1 teacher and parent so that they can collaborate on this academic progress. These reports highlight student strengths and weaknesses and the strategies being taken to address them. The bi-monthly Parent Engagement Workshops highlight assistance to families on how to support students at home and awareness of community resources to assist them.

8. Coordinate and integrate Federal, State and local services and programs.

Title 1 funding constitutes the source for the majority of our AIS program. This program is outlined on pages 46 to 49 of this document.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**NOT APPLICABLE**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)  
4 Students
2. Please describe the services you are planning to provide to the STH population.
  - Counseling provided by the Social Worker for STH
  - Financial support in meeting academic student requirements (i.e. uniform, agenda, college trips)
  - Data collection to better determine needs of STH.

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	BRONX BRIDGES HIGH SCHOOL						
<b>District:</b>	8	<b>DBN:</b>	08X432	<b>School</b>		320800011432	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungraded
	2		6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			78				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
<b>Total</b>			<b>78</b>				

<b>Attendance - % of days students attended:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
			60.0

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			9	Superintendent Suspensions			
Number all others			0				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Early College HS Program Participants</b>			
(As of October 31)	2008-09	2009-10	2010-11				
# in Transitional Bilingual Classes			TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# in Dual Lang. Programs			

<b>Number of Teachers</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only			

<b>Number of Administrators and Other Professionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs			

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.			

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			10.3				
Hispanic or Latino			87.2				
Asian or Native Hawaiian/Other Pacific			2.6				
White			0.0				
<b>Male</b>			46.2				
<b>Female</b>			53.8				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Cluster 6</b>	District	School Number	School Name <b>Bronx Bridges HS</b>
Principal <b>Pablo Villavicencio</b>	Assistant Principal		
Coach	Coach		
Teacher/Subject Area <b>Michelle Linke</b>	Guidance Counselor		
Teacher/Subject Area	Parent <b>Rosairis Reyes</b>		
Teacher/Subject Area	Parent Coordinator		
Related Service Provider	Other		
Network Leader <b>Richard Cintron</b>	Other		

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>78</b>	Total Number of ELLs	<b>61</b>	ELLs as Share of Total Student Population (%)	<b>78.21%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### ELL IDENTIFICATION PROCESS

1. All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the ESL coordinator administers the HLIS to the parents for completion. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. The informal interview may be conducted in the student's native language, as needed. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews his most current NYSESLAT score for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Annually, the ESL coordinator evaluates ELLs progress using the NYSESLAT.
2. Parents/guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, and the school does not offer the program, the parents will be provided with a list of schools that offer TBE programs. If the parents opt to stay with the school, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.
3. Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility.
4. A newly identified ELL is placed in the program as indicated on the parent program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is for TBE and ESL
6. The program models offered at our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										1				1
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2				2
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	0	0	0	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	64	<b>Newcomers (ELLs receiving service 0-3 years)</b>	36	<b>Special Education</b>	9
<b>SIFE</b>	20	<b>ELLs receiving service 4-6 years</b>	12	<b>Long-Term (completed 6 years)</b>	16

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	30	16								30
<b>Dual Language</b>										0
<b>ESL</b>	6	1		12	3	5	16		4	34
<b>Total</b>	36	17	0	12	3	5	16	0	4	64

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30				30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	30	0	0	0	30

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25				25
Chinese										0				0
Russian										0				0
Bengali										1				1
Urdu										1				1
Arabic										0				0
Haitian										0				0
French										6				6
Korean										0				0
Punjabi										0				0
Polish										0				0
Albanian										0				0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Bronx Bridges High School is a school for English language learners. The school's Transitional Bilingual Education program targets literacy acquisition in both the Spanish and English languages. The ESL Free Standing Program targets language acquisition of the English language. This is accomplished through a rigorous academic program, Balanced Literacy, integrated curriculum, project-based learning, and critical thinking skills. Students explore ideas thematically, create portfolios, analyze and apply the acquired knowledge. Technology is infused throughout the curriculum.

We are a new school that opened in September 2010. Our student population consists of seventy-eight (78) students who range from newcomers to this country to students who are LTE or former ELLs. 48 students receive bilingual education and ESL/ELA instruction and 30 students receive ESL/ELA instruction with language support in the Spanish or French language. Each class program consists of ten weekly blocks of 96-minute ESL/ELA instruction. In addition, all other subjects met in 48-minute blocks five or seven times a week. All ESL teachers

are NYS-certified and all content area teachers are certified in the area in which they are teaching. Physical education, art, drama and additional mathematics and literacy support are provided as a part of an extended day program, often integrated within the student's program.

As per our language policy, students in the ESL intermediate levels receive the last ten to fifteen minutes of their math class instruction using sheltered English. Their science class is also conducted using sheltered English strategies. For students in the advanced ESL levels all content area classes are conducted in sheltered-English. Students in the beginner levels of ESL receive content area instruction in Spanish. English is the language of instruction in the following classes, physical education, art, and drama.

Bronx Bridges High School's program consists of the following:

- § Bilingual classes for Spanish speaking ELL. Each bilingual class has approximately 22 students.
- § An interdisciplinary humanities curriculum that integrates history, the arts, NLA, ELA/ESL and technology
- § Native Language and English language usage is aligned with New York State's Language Allocation Policy
- § Native Language and ESL instruction is fully aligned with State Education Department (SED) NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach
- § ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R OR NYSESLAT) and is consistent with CR Part 154 requirements
- § Academic content is fully aligned with CR Part 100 standards
- § All classes use the Workshop Model and incorporated technology as a learning tool
- § ESL instruction is provided by fully certified ESL teachers
- § Extended day program that includes: credit bearing courses, ESL classes, tutoring in all subjects, physical education, clubs and peer tutoring homework.
- § Some students also participate in mentoring and internship programs
- § All students receive extended day support

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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- § Academic content is fully aligned with CR Part 100 standards
- § All classes use the Workshop Model and incorporated technology as a learning tool
- § ESL instruction is provided by fully certified ESL teachers
- § Extended day program that includes: credit bearing courses, ESL classes, tutoring in all subjects, physical education, clubs and peer tutoring homework.
- § Some students also participate in mentoring and internship programs
- § All students receive extended day support services

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The school's program includes five forty-eight minutes common preparatory periods in which all teachers have an opportunity to meet for the following activities: subject meetings/ planning time; advisories meetings; Pupil Personnel Team Meetings/ Focus groups meetings; Interdisciplinary Teams Meetings; and others. Staff developers and consultants meet with teachers individually, by cohorts or with the school at large to work on specific tasks. All teachers work on curriculum development using backwards design and literacy strategies in content area classes. Our CFN instructional specialists will provide professional development in ELL strategies, Youth Development, college readiness and data analysis.

In addition, the teaching staff meets on Wednesdays during a common meeting time for professional development activities to continue the work in the following areas: Understanding by Design, Backwards Planning; Providing Sheltered English Instruction to ELL, using the SI model; Teaching reading and writing to ELL, using balanced literacy; Scaffolding instruction for ELL and reading and writing through the content area, using QTEL and AVID; Using technology as a tool to teach ELL; The development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology; and Youth Development.

We are also awaiting to hear from SIFE grant to determine if we will receive more PD from Dr. Margarita Calderon using the EXC-CELL program for vocabulary.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are heavily involved through the PTA- Parent Teacher Association. Parents are receiving English Classes themselves through Saturday Academy and we are exploring programs to address the social and emotional needs of our families.
2. Yes, we are currently partnered with Good Shepherd Services and a total of 20% of our families are referred to them.
3. We provide surveys in our student in-take and via the phone and through the PTA.
4. Workshops, parent meetings, language classes, and constant Family Group Advisor communication ensure that we are meeting the needs of our families.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									27				27
Intermediate(I)										18				18
Advanced (A)										16				16
Total	0	0	0	0	0	0	0	0	0	61	0	0	0	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										9			
	I										16			
	A										11			
	P										37			
READING/ WRITING	B										26			
	I										17			
	A										15			

	P										14		
--	---	--	--	--	--	--	--	--	--	--	----	--	--

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

1. As a new school, we used ARIS and NYS Testing exam data from the previous year to make programming decisions. Since many of our students are ELLs with no or limited data in our systems, either during the summer or within 10 days of their arrival to our school, all students were given in-house math, English (writing and reading), and Spanish diagnostics to determine both their proficiency in grade-level content and language proficiency in English and Spanish (if Home Language is Spanish or French). This data in combination with State Exams, NYSESLAT, LAB-R, ATS Biographical information, grades, student profile questionnaire, and home-visit observational notes were used to determine programming and which additional services our school would provide. Teachers will receive ADDL to identify any new admits.

2. Based on the aforementioned data, students are placed in leveled ESL or ELA classes. The levels include Recent Arrivals, Beginner/Low Intermediate, Low/High Intermediate, and High Intermediate/Advanced. In regards to logistics, each of these classes meets for 1 hour and a half with an ESL and ELA certified teacher and is no larger than 15 students. Teachers develop collaboratively curriculum that is aligned to ESL standards and the Common Core State Standards. Units strategically include content objectives and language objectives for reading, writing, speaking, and listening. Instruction is based on the workshop model. The following data summarizes our greatest need.

Diagnostic	Level	SIFE	LTELLs
Reading Records	Below 2nd Grade Reading Level in English	71.4 % (15 of 21 )	7% (2 of 28)
Reading Records	Below Grade Level by 2 Yrs.	100%	95%

3. In our current curriculum mapping, we include assessments and instructional plans that address listening, reading, writing, and speaking. Most of our LTEs have academic speaking at proficient levels, so we are actively working on the reading and writing instructional plans.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		