



BRONX REGIONAL HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: Bronx Regional High School - 12x480

ADDRESS: 1010 Reverend James A. Polite Avenue, Bronx, NY 10459

TELEPHONE: (718) 991-2020

FAX: (718) 617-0257

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X480 **SCHOOL NAME:** Bronx Regional High School

SCHOOL ADDRESS: 1010 Reverend James A Polite Avenue, Bronx, NY 10459

SCHOOL TELEPHONE: (718) 991-2020 **FAX:** (718) 617-0257

SCHOOL CONTACT PERSON: Colin Thomas **EMAIL ADDRESS:** cthomas@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Colin Thomas

PRINCIPAL: Colin Thomas

UFT CHAPTER LEADER: Frederick Wray

PARENTS' ASSOCIATION PRESIDENT: Alicia Alvarado

STUDENT REPRESENTATIVE: Meghan Gonzalez
(Required for high schools) Caitlyn Marrero

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Geraldine Taylor-Brown

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: 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
Colin Thomas	*Principal or Designee	
Frederick Wray	*UFT Chapter Chairperson or Designee	
Alicia Alvarado	*PA/PTA President or Designated Co-President	
Cherita Jones	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Polite	DC 37 Representative, if applicable	
Meghan Gonzalez Caitlyn Marrero	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Amalia Peres	Member/	
Mary Stevens	Member/	
Alfred Smith	Member/	
Abraham Garcia	Member/	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. 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, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission Statement

THROUGH A CULTURE OF INDIVIDUAL ATTENTION, BRONX REGIONAL HIGH SCHOOL PROVIDES A SAFE COMMUNITY AND STRIVES TO CREATE LIFE-LONG LEARNERS BY OFFERING A CHALLENGING, STIMULATING AND NURTURING INSTRUCTIONAL PROGRAM. OUR UNIQUENESS LIES IN OUR FLEXIBLE EDUCATIONAL APPROACH THAT EMPOWERS OUR STUDENTS TO NAVIGATE THE CHANGING GLOBAL TECHNOLOGICAL ENVIRONMENT. WE INSTILL POSITIVE VALUES, ENCOURAGE RESPONSIBILITY AND FOSTER A PASSION FOR LEARNING.

Vision Statement

Through our collective efforts (teachers, support staff, social workers, guidance counselors, administrators and parents) students will become proactive individuals who are able to think clearly, analyze data, and are capable of supporting themselves, their families, and their community.

Bronx Regional High School is a Transfer Alternative School for students who have previously attended a New York City High School. The students 54% Latino and 43% American/African Caribbean. We have 350 students on register and 56% are female. Unfortunately, 78 % of our students are considered to be economically disadvantaged and qualify for free school lunch. We have small special needs and ELL populations and differentiate our instruction in all departments to meet the diverse needs of all our students.

We are a Title 1 school and use the School-Wide Program to help address the assorted academic gaps. Our Regents-focused core academic curricula are designed to help meet the diverse needs of our students. The New York State Standards are fully integrated into all departments and are used to guide the development of our content driven curricula. This focus allows our teachers to meet and have pointed discussions about the academic needs of our students.

The entire staff is committed to meeting the diverse needs of our students. To help our students we share best practices, use intervisitation, and believe in formal and informal mentoring. Our UFT Teacher Center Coordinator meets with all teachers to devise ways to provide interdisciplinary instruction in all content areas.

The majority of our students enter the school because they are unable to pass classes and Regents examinations. Our curriculum and instructional approach allows students to understand what they are learning and pass the classes and state examination necessary for graduation.

We provide the students with support from a number of programs, which are our unofficial CBOs:

- Hunter College/Columbia University Social Work Team
- Montefiore Clinic
- UFT Teacher Center
- Council on the Environment

The school has a LYFE Center, which allows young parents to have their children in school with them during the day. The center accommodates between 16-18 babies and at least 30 - 60 additional students are parents.

One of our secondary goals is to broaden the horizons for our students. Each year we engage our students in activities that are designed to change their outlook. Our career fair, college fair, health fair, incentive trips, and college tours expose and prepare students for options and life after high school.

Twice during the year the master program may be modified so students can prepare for state examinations. Assorted test preparation strategies have improved Regents and RCT results. We allow students to take classes after school. The extended day program allows seniors and juniors to acquire additional credit. The majority of our teaching staff uses their professional period to enhance curricula. At present, we are mapping curricula and meet in professional learning communities to improve the way we instruct our students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Bronx Regional High School				
District:	12	DBN #:	X480	School BEDS Code:	321200011480

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	* <input type="checkbox"/> 10	* <input type="checkbox"/> 11	* <input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K							TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		66.0	70.9	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		78.6	76.4	78.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	106	110	116	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	146	94	130		3	36	TBD		
Grade 12	93	162	114						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	351	366	360		5	10	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	44	26	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	TBD		
Number all others	0	19	45	Superintendent Suspensions	0	3	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	12	27	17	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	19	18	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	17	17	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	TBD
	109	92	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	95.0	100.0	TBD
American Indian or Alaska Native	0.6	0.3	0.6	Percent more than two years teaching in this school	70.0	63.2	TBD
Black or African American	43.6	49.7	43.1	Percent more than five years teaching anywhere	65.0	63.2	TBD
Hispanic or Latino	53.8	48.4	54.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.3	0.8	Percent Masters Degree or higher	80.0	79.0	TBD
White	1.7	1.1	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.4	91.5	TBD
Multi-racial							
Male	43.3	41.5	46.7				
Female	56.7	58.5	53.3				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	* <input type="checkbox"/> 2008-09	* <input type="checkbox"/> 2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURRE School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURRE identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
Differentiated Accountability Phase:				
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2		
<input type="checkbox"/> Corrective Action – Year 1	* <input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1		

<input type="checkbox"/>	Restructuring – Year 2	<input type="checkbox"/>	Restructuring – Advanced				
Differentiated Accountability Category:							
<input type="checkbox"/>	Basic	<input type="checkbox"/>	Focused	<input type="checkbox"/>	Advanced		
Individual Subject/Area Outcomes	Elementary/Middle Level			Secondary Level			
	ELA:			ELA:	X		
	Math:			Math:	*		
	Science:			Grad. Rate:	*		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	*	*	38
Ethnicity							
American Indian or Alaska Native							
Black or African American				X	*		
Hispanic or Latino				*	*		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				*	*		
Student groups making AYP in each subject				2	4	1	
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>							
<i>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</i>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	*
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	*
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	*
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	*
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	*

Additional Credit		Quality Statement 5: Monitor and Revise	*
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and 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: last year's 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 have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The majority of our students enter the school because they were unable to earn credits consistently and had limited academic success. Our curriculum and instructional approach allows students to gain confidence, and with the additional academic and social support they are able to graduate.

We are proud of our record of graduating at least 100 students per year for the last five years. The percentage of students passing Regents examinations have consistently improved and we continue to find ways to address their diverse needs.

As a transfer school it is imperative that we help our students to establish meaningful contact with adults in the building, all incoming students are assigned to a family group during their first semester. This class allows a teacher and social worker to help the students adjust to their new school. The class is assigned to students to help them adjust to their new school. Three days are dedicated to affective activities and the students are encouraged to determine the agenda. Two days are reserved for skill acquisition. We make sure all new students use the Scantron Performance Series to better understand the academic needs of our students.

Our parents play an important role in our school, but parent participation is limited. We have always had a fully functioning Parents Association hereafter (PA) and School Leadership Team hereafter (SLT). The parents that are members are very committed, but on average we have less than ten parents on our teams. To keep parents abreast of school related information we use Attendance Groups. These groups allow specific staff members to communicate with students weekly about a range of issues.

We encourage all parents to help to improve attendance during the admissions process. Unfortunately, too many of our parents allow their children to attend school sporadically and for unspecified reasons. During the last decade we have attendance in the 68 -73 percent range. The staff spends an inordinate amount of time encouraging students and parents to attend school. We have created many interesting approaches to improve attendance and feel that our Attendance Groups are the key to improving attendance outcomes.

We are pleased with the growth over the last few years. The number of students graduating continues to increase annually, we have created an environment that allows students to adjust to our school by supporting their needs. Our latest Progress Report Grade is an “A”, and the number of students passing Regents classes and earning Regents Diplomas has increased.

The following positive performance trends are areas we will continue to improve:

- More Regents diplomas
- Regents scores with 65 or higher across all departments
- Students are earning more credits.

We will continue to raise the expectations bar and structure the school to devise ways for all of our students to pass every class.

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.

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) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- Goal: By June 2011, there will be a 2% increase for 65% of all new admits over the pervious year.
- Objective: Improve Attendance

Attendance - As a transfer school many of our students have attendance problems. We have attendance groups that help students break old attendance patterns so that they can attend school on a consistent basis. Our attendance plan allows parents to be informed about an absence within a day of the occurrence. The attendance groups will call the homes consistently and create a relationship with the families they are assigned to. The attendance teacher and family paraprofessional that we have on staff will visit the homes of students to remedy chronic attendance patterns. In addition, during orientation, new admits and their parents are told that poor attendance (absent twenty times or more per term) may lead to transfer to a GED program.

- Goal: By the end of the semester January 2011 and/or June 2011, we expect 65% of the students assigned to block scheduled classes with 70% attendance to pass the Regents examination they are scheduled to take.
- Objective: Provide transfer students the opportunity to prepare for regents examinations in double period classes.

Block Scheduling- We will continue to offer double periods for students taking specific Regents classes. This block will allow our teachers to fill many of the learning gaps that usually prevent our students from learning. The teachers assigned to these classes will be able to work with students one on one due to the extended period. Teachers will be encouraged to create individualized plans for all students. Differentiated learning strategies will be implemented and classroom libraries will be used across the departments.

- Goal: By June 2011, 65% of the students with 70 percent attendance will take notes using an approved system.
- Objective: To expose students to note taking strategies to improve comprehension.

Note Taking - We will adopt a note taking system that allows students to use different parts of the notebook paper, each part has a different function. Notes are recorded on one half, key words and concepts are recorded in another area called the recall column, and a summary is recorded at the bottom of the paper. All teachers will make certain that this or an approved note talking system is implemented and maintained before the close of fall term.

- Goal: Sixty-five percent of students taking the Science regents and the Global History Regents classes with 70% attendance will pass their examinations by June 2011.
- Objective: Improve Regents Scores.

Improved Regents Results - We will modify our curriculum to help students pass state examinations. In addition, we will use our PM school supported by our SINI allocation to make students aware of strategies and studying techniques that will help them to navigate state examinations.

<i>described in this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>During our monthly meetings and at the end of each cycle we will review the data to determine students that are eligible for rewards. The Attendance Team reviews ATS reports on a daily, weekly and monthly basis. Each member of the attendance team will see the progress students in their respective alpha groups are making.</p>

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 to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Block Scheduling – English, Science,
Subject/Area (where relevant): and Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By the end of the semester January 2011 and/or June 2011, we expect 65% of the students assigned to block scheduled classes with 70% attendance to pass the Regents examination they are scheduled to take.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Teachers will be able to address academic gaps and advance the curriculum during these ninety minute sessions. Each teacher will be encouraged to develop the strategies to help individual students by working one-to one; they will also provided opportunities for students to work in small groups. Instruction will be differentiated to help the students on different levels. In addition, during the extended period we are able to review previously learned material, present new material, provide guided practice with feedback and assign independent work.</p>

	<p>The Assistant Principal of Supervision and the UFT Teacher Center Coordinator will work with the teachers consistently throughout the year. During these sessions they will provide support to all teachers and make sure that the needs of all students are met.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We consistently use C4E and Title 1 funds for the second period of all block scheduled classes. This term we have 7 classes. The majority of the allocation was used in this manner. We tend to see positive outcomes from the additional time spent on task and our regents' results in these classes are usually good.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will use report cards to determine the success of students in these classes. Our 8 report card system per year allows us to look at the progress students are making on a monthly basis. The guidance team is able to see negative patterns and provide meaningful assistance.</p>

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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Note Taking – All Departments

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 65% of the students with 70 percent attendance will take and use notes in each class.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All teachers will encourage students to take notes using an approved method. During PD sessions and when teachers meet in Professional Learning Communities they will discuss the different strategies used to help students understand various note taking methods.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Our classes that are taught in a block use aspect of direct instruction. These classes use (C4E) funds. During the extended period we are able to review previously learned material, present new material, provide guided practice with feedback and assign independent work.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During formal and informal observations the administrative team will look for evidence of note taking. In the recommendation and or commendation section of this report our findings will be clearly stated.</p>

Subject/Area (where relevant): Improved Regents Results

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Sixty-five percent of students taking the Science Regents and the Global History Regents classes with 70% attendance will pass their examinations by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The majority of our block scheduled classes are designed to help students pass their Regents Examinations. The additional time allocated to the class allows the teacher to prepare students for State examinations. Students have three chances during the year to pass the Mathematics and English. They only have two chances to pass the other Regents tests.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Our classes that are taught in a block using aspects of direct instruction. These classes use Title 1 funds. During the extended period we are able to review previously learned material, present new material, provide guided practice with feedback and assign independent work.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Assistant Principal of Supervision encourages teachers to model their midterm and final on the respective state examination. Teachers and students will have a clear understanding about what the examination entails and students will know what to expect when taking their examination.</p> <p>We use our after-school program to help students to develop some of the skills they need to make improvements in their core academic classes. The Novanet system allows students to work individually to strengthen academic basics at home. We also address academic deficiencies in our core academic block scheduling program</p>

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. All schools identified under NCLB or SED for School Improvement, 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, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. 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

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

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	# 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				
9								
	10 - 12	Students in double period English classes including special needs and ELL: 160	Students in double period Mathematics classes including special needs and ELL 150	Students in double period science classes including special needs and ELL 160	Students in social studies classes including special needs and ELL 160	350	42	350

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each 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.).</p>
<p>ELA:</p>	<p>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>
<p>Mathematics:</p>	<p>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>
<p>Science:</p>	<p>We have designed a PM school program that addresses many of the gaps in our students’ learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>
<p>Social Studies:</p>	<p>We have designed a PM school program that addresses many of the gaps in our students’ learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>We have three guidance counselors because the needs of our students are a priority. Each guidance counselor is available during the day. However, our students are aware that they can speak with their counselor after school on a daily basis until 3:45 p.m. The additional thirty-five minutes after school per day allows concerns about credits, graduation and other issues to be addressed.</p>

At-risk Services Provided by the School Psychologist:	A school Psychologist is assigned to the school on a part-time basis and works closely with the Special Education Department.
At-risk Services Provided by the Social Worker:	The Social Worker supervises three interns and they function as co-leaders in Family Group classes. The interns have a caseload and provide services to students in their family group and to any students in need at BRHS. All interns report to the Social Worker weekly. During these sessions the needs of students are addressed and ways to make improvements in their classes are devised.
At-risk Health-related Services:	The school collaborated with Montefiore Hospital. We have a medical team that meets the needs of all students that opt to sign up for services. Medical, mental and dental needs are addressed in a confidential environment.

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.

Language Allocation Policy 2010-2011

Team: Colin Thomas, Principal
Modesta Rodriguez, Assistant Principal
Ms. Flanagan, Teacher
Ms. Mercado, Guidance Counselor
Ms. Rivera, Parent Coordinator

Bronx Regional High School serves 350 students primarily from the Bronx, in a full diploma granting academic program for grades 10-12. Our students are 16-21 years of age and have experienced difficulty academically and/or socially at their previous school. We use family group, block scheduling and flexible scheduling to meet the needs of our students. Our students have access to a medical clinic and full daycare services on site. We have a total of 18 ELL students (4 beginner, 11 intermediate and 8 advanced.)

Our teachers are exposed to an assortment of strategies to meet the needs of ELL students during our weekly professional development sessions. The teacher center coordinator and our literacy coach work specifically with the teachers that work with our ELL students.

The program of study is aligned with New York State's ESL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials such as texts. Classes include language arts instruction, and a focus on solid English as a Second Language program. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies. Computers in each classroom as well as the availability of Smart Boards and an extensive computer lab allow our ELL students to access the internet and produce work that is professional and research based. ELL students are given access to classroom libraries that are categorized by levels of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELL and ELA students.

The beginning student will receive 3 periods per day of ESL instruction per day , intermediate students will receive 2 periods of ESL instruction per day and advanced (A) ESL students receive 1 period per day of ESL instruction as well as 1 period per day of ELA instruction. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Bronx Regional High School is committed to improve instruction and support services directed at our ELL students. Additional support efforts provided are:

A. Standardized Assessments

During state standardized assessments, ELL students will be permitted to take exams using a bilingual language dictionary according to their native language. Additional time will also be allowed for our ELL students during these exams. The assessment test for ELL students (NYSESLAT) will be administered according to state timelines during the month of either March or April. This exam will be used to assess the ELL student's needs during the upcoming school year.

B. Collaborative Content Area Instruction

We are currently use one special education teacher. Our teachers are encouraged to attend professional development sessions that will allow them to use proven ESL methodologies, and they are also working collaboratively with each of the content area teachers on lesson development and assessment materials.

C. Effective Parent Involvement and Admission Processing

All parents are active participants in the intake process. Once their child is admitted they are encouraged to attend an Orientation in the fall to discuss the road to graduation. During intake parents are made aware of our ELL program and are encouraged to seek other options if our program does not meet their needs.

The age of our students (16-21) and the frustration they and their parents have had in other schools limit the level of parent participation. However, we do have a small but active Parents Association Team and a School Leadership Team.

Our Parent Coordinator meets with the parents during orientation and communicates with them throughout the year via newsletter and through our attendance groups. The newsletter is translated into Spanish and provides parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of school activities and highlights of student achievement. Our Parent Coordinator and our School Leadership Team meet monthly.

D. Family Group

All new admits including ELL will be placed in a family group. This group (with less than 16 students) meets daily and will allow students to transition more smoothly into the school. Two of the five days will be spent improving literacy and numeric skills in a small group setting. In addition, All new students will complete the reading and mathematics portion of the Scantron Performance Series.

E. Newcomers Plan

Students who arrive at Bronx Regional and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the New York City Department of Education and the schools admission team. A parent/teacher interview will be conducted with the Guidance Counselor. Parents will be provided with the most appropriate program options for their child.

F. Special Needs/ELL

English Language Learners who achieve proficiency will still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Additional academic intervention services will be supplied both during regular school day as well as through PM school. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

G. Data Worksheet Review

We are fully aware that our students are more deficient in the areas of reading and writing. Therefore it is necessary that our instructional planning and focus promote activities that are active and engaging for all students. It is important for the tasks to promote reading, writing and comprehension skills.

The data collected from the performance series will guide our instructional plan. Further review of the worksheet indicates that the exams which are heavily based on English Language Skills such as the Comprehensive English Regents and both Social Studies exams are the areas where our ELL students have the most difficulty. UPDATE DATA Only 6 of our ELL students have passed the English Regents. Nine of our ELL students have passed the Math Regents. This indicates that exams which are more numbers or graphic based allow our ELL students to be more successful. This data is useful when determining instructional content and direction. We have decided to incorporate all of our content class strategies that will enhance and support both reading and writing proficiency.

Conclusion

Bronx Regional High School is committed to providing quality instruction to all our students. Each component of our school, (parents, students, faculty and the School Leadership Team) is involved in the development, implementation and assessment of the ESL program.

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.

Section I. Student and School Information

Grade Level(s) _____ N/A Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

TOTAL		
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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

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.

We have three staff members (Assistant Principal Supervision, Spanish Teacher, and Parent Coordinator) who are fluent in Spanish and they will translate all relevant documentation (newsletters, flyers, and letters). They are also prepared to speak with parents in person or over the phone to ensure that our non - English speaking parents are aware of what is happening in their school.

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 Spanish speaking staff have proven to be very helpful and our parents feel comfortable knowing that we have six staff members that are prepared and to speak with them at a moments notice.

Part B: Strategies and Activities

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.

Our Spanish speaking staff has proven to be very helpful. Our In-house school staff will be responsible for translating newsletters, flyers and letters. We are prepared to use vendors if the task becomes too much for our team.

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-house school staff will be responsible for translating for parents. This will be done on a one- to-one basis.

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>.

The Assistant Principal of Supervision and Parent Coordinator are both fluent in Spanish. They will assist with translation at all times. Many of the documents are sent to the school already translated and they will be mailed home. Any other relevant documents will be translated and mailed home. We will also use our phone system to communicate with non-English speaking parents.

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:	\$339,881	\$90,389	\$430,270
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,398	\$908	\$4,306
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,995	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,989	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

* 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**.

SCHOOL PARENT INVOLVEMENT POLICY

SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS.

Parents are the first educators of their children and we support their efforts by extending what was started at home. We expect parents to support all our efforts to help their children graduate. This will be achieved through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings and Parent Teacher Conferences.

HOW OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE.

The administration has arranged for the Principal or Assistant Principal to be available on any morning by appointment. These meetings start at 7 am and end at 5 pm. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The parent coordinator supports all efforts to engage parents in school activities. All parent teacher conferences have an evening and afternoon component for parents.

MECHANISMS AND PROCEDURE FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS.

We use our newsletter to inform all parents about meetings and we have parents call parents to increase participation. The PTA will also prepare bulletins and the school arranges for the distribution of these flyers to every child.

HOW PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING HOW MANY PARENTS ARE INVOLVED IN THE SCHOOL LEADERSHIP TEAM AND HOW THEY WERE SELECTED.

We historically have a small group of five parents that are consistent. The School Leadership Team and PTA usually meet at the same time because our team is small.

HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN.

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. At the closing PA meeting in June both parents and staff will review current protocols and offer suggestions for the upcoming school year.

HOW WILL WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?

During our regular monthly meeting we will discuss our needs and revise the plan each September. The new plan will be mailed to all parents before open school week in October. A meeting will be held to discuss its contents and to make revisions.

HOW WE WILL INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN?

We will use a same process as indicated above to devise the school parent involvement plan.

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		September 2010
Student Print Name		

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.

School Parent Compact

School Responsibilities

Bronx Regional High School will:

- ⇒ 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 as follows:

- All students will have a full program that is aligned with City and State standards. The district standards for instruction will be the model for instruction.
- Attendance outreach for all students under the 90% attendance standard and students that are absent will be called daily.
- Regular observations of teachers including pre-observation and post-observation conferences. The Teacher Center coordinator will support all teachers and will be assigned to teachers that need additional assistance.
- Administrators will do daily walk-throughs of all classrooms to improve instruction.
- Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
- Allocation of Title I funds for test prep materials.
- The school is further responsible to address the importance of communication between teachers and parents.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

The Department of Education determines the dates for Open School Week and we inform all parents about the conference schedule by newsletter. During open school week in the fall and spring parents are encouraged to meet with teachers and members of the guidance and social work teams. We take this opportunity to have detailed discussions about grades, plans for college, plans for work, etc.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

As a cycle based school we send eight report cards home per year. The report cards are mailed home, but we strongly encourage parents to visit the school to pick up two of the eight report cards. This is done to make sure parents have an opportunity to visit the school in the fall and spring.

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Our parents are encouraged to make appointments with teachers by contacting their child's guidance counselor. The teacher or information they need will be discussed and hopefully resolved. These meetings take place both during and after school hours.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Our parent coordinator and newsletters encourage parents to work with us in an assortment of ways. We open our doors to parents and invite them to sit in classrooms and attend assemblies.

Parent Responsibilities

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

- join PA or SLT
- support my child’s learning by making education a priority in our home
- make sure my child is on time and prepared everyday for school
- monitor attendance
- talk with my child about his/her activities every day
- schedule daily homework time
- provide an environment conducive for study
- make sure that homework is completed
- monitor the amount of television my children watch
- attend awards assemblies

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		September 2010
Student - Print Name		

Part C: TITLE I SCHOOLWIDE PROGRAM 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.

As a School-Wide Program, we look forward to combining our tax levy and reimbursable funds to create classes that allow all of our students to receive the help they need to pass their classes. Many of our students have special academic needs, and this flexibility will allow our teachers to help them through specific conversations. During our professional development sessions we will craft curricula that supports their diverse needs.

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.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Bronx Regional HS is Corrective Action year 2 for ELA / mathematics. We will use anticipated 2010-2011 SINI grants to support the following academic intervention programs:

3. Instruction by highly qualified staff.

We will offer tutoring in ELA and mathematics as well as Regents preparation courses. All level 1 and 2 students in ELA and math will be encouraged to attend. This program will be offered Tuesday through Friday for 2 hours per day. These services will also be available for ELL's and Special Needs students. Regent's preparation classes will be mandatory for all students who are required to take the exams.

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.

Our school strives to hire only certified teachers and they are required to have at least 8 - 47 minute sessions of professional development per month. As indicated in our plan we have a UFT Teacher Center and our professional development is ongoing.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We are committed to finding teachers who understand the philosophy of our school and are prepared to understand our students. The administrative team attends fairs, hiring halls, and networks with our peers to guarantee that we find qualified instructors.

6. Strategies to increase parental involvement through means such as family literacy services.

We use our newsletter to inform all parents about meetings and have parents call other parents to increase participation. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. We facilitate computer and informational workshops that are selected by our parents.

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.

N/A

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.

We use a number of methods to help our students to improve academically. Our use of Professional Learning Communities, curriculum mapper and intervisitation allows teachers to share and use best practices. Our Professional Development sessions are structured, so that we can see the impact of instruction and make timely changes. We use the Scantron Performance Series to determine baseline assessment data when students first enter the school and we use surveys to determine the learning style of our students. Teachers use this data to guide them as they devise ways to help students. In addition, talk in small groups to devise ways to help some of our most needy students. These sessions allow teacher, guidance staff and administrators to work as a unit to improve academic and social outcomes.

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.

Our family group classes for new students and our after school pm program will allow us to see the areas where students need attention. We will focus on these areas and provide the necessary intervention.

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.

The Guidance Team, Parent Coordinator and LYFE staff work to make sure parents and students are aware of the aforementioned programs and options. The needs of each student will determine the steps taken to address a particular concern.

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” ¹ 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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	*			\$339,881	Yes	*
Title I, Part A (ARRA)	Federal	*			\$90,389	Yes	*
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE 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.
NOT APPLICABLE
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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: Corrective Action (Year 2)
Focused **SURR³ Phase/Group (If applicable):** Secondary Level - ELA

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.

Bronx Regional High School was identified as a Corrective Action year 2 school in the areas of English and mathematics. As a transfer school the majority of our students have not performed well academically or socially before arriving at our school. The average age is 18 -19 and students enter with 15 or more credits. As you can see, the average student is overage for grade and has fewer credits than expected.

The challenge of working with students that should have already graduated means improving skills and resolving past academic and social issues. As we help students to develop the skills they require to do high school level work. We know that we may be held accountable for their previous inconsistent academic performance. The mission of BRHS is to address these concerns. Unfortunately, as we work with our students at any time we might be placed on a list such as Corrective Action or SINI for not helping them mature academically fast enough. However, we will continue to work with the students that enter our school in need of academic and social support.

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.

English

Strategic Objectives:

To help students understand the importance of identifying key literary elements to improve comprehension.

To improve classroom instruction and strategies through the use of technology.

Expose students to various literacy strategies aimed at developing comprehension skills.

To achieve an overall 70% pass rate in the Regents examination.

- To enhance students' ability to communicate through written and verbal expression.
- To encourage students as they endeavor to widen their working vocabulary.
- Students will learn to respond to literature using interpretive and critical processes.
- Students will learn to make informed judgments about messages transmitted by television, radio and film.
- Students will re-enforce communication skills through project based assignments.
- To analyze the use of prose by authors to help improve sentence structure.
- To develop a greater insight into characters in plays and other works from the viewpoint of the characters and to give a realistic portrayal of what the character says.
- To compare and critique writings in the print media.
- Prepare written responses to opinions expressed in editorials, articles, etc.

Students will re-enforce writing skills through project based assignments.

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.

The UFT Teacher Center Coordinator works with the entire teaching staff and is responsible for planning professional development for all teachers. The mandated 10% for school improvement is a portion of her salary.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The Teacher Center Coordinator works with all staff and is assigned to work with all teachers. Job-embedded professional development is the most essential mission of The Teacher Center. The Teacher Center is the focal point, the hub of the teachers' on-going development.

Staff development takes place weekly in Professional Learning Communities. It also takes place weekly, one to one, biweekly, or as needed during the day and after school if necessary. It is the location where the teachers come to participate in an assortment of activities. Teachers are encouraged to look for PD opportunities locally, regionally and nationally.

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.

The school communicates with parents by mail, through the telephone and parents are invited to monthly meetings at the school.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____ NOT APPLICABLE _____

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.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
<p align="center">NOT APPLICABLE</p>	<p align="center">NOT APPLICABLE</p>	<p align="center">NOT APPLICABLE</p>

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>

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.)

We have 12 students that fall in this category.

2. Please describe the services you are planning to provide to the STH population.

Our guidance team is designed to deal with students and families that are going through difficult situations. Our students have access to social workers, social work interns and guidance counselors. Our staff supports these families in various ways based on their needs. However, if we are unable to meet their specific needs in the building we direct them to outside agencies.

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

School Name:	Bronx Regional High School						
District:	12	DBN:	12X480	School		321200011480	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		66.0	70.9	41.5
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		78.6	78.3	86.5
Grade 9	0	0	0				
Grade 10	110	116	84				
Grade 11	94	130	120	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	162	114	134		3	36	9
Ungraded	0	0	0				
Total	366	360	338	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	10	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	0	0	Principal Suspensions	0	0	6
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	3
Number all others	19	45	41				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	27	17	TBD	Number of Teachers	19	18	19
# ELLs with IEPs	0	7	TBD	Number of Administrators and Other Professionals	17	17	10

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	1	6

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
	109	92	221	% fully licensed & permanently assigned to this school	95.0	100.0	100.0
				% more than 2 years teaching in this school	70.0	63.2	68.4
				% more than 5 years teaching anywhere	65.0	63.2	84.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	79.0	89.5
American Indian or Alaska Native	0.3	0.6	0.0	% core classes taught by "highly qualified" teachers	84.4	91.5	90.0
Black or African American	49.7	43.1	44.4				
Hispanic or Latino	48.4	54.4	53.8				
Asian or Native Hawaiian/Other Pacific	0.3	0.8	0.6				
White	1.1	0.6	0.9				
Male	41.5	46.7	42.0				
Female	58.5	53.3	58.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	38
Ethnicity							

American Indian or Alaska Native						
Black or African American				X	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				2	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	57.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	10.7	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	12.8	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	31.4	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	3	Quality Statement 5: Monitor and Revise				

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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	District 12	School Number 480	School Name Bronx Regional H.S.
Principal Colin Thomas		Assistant Principal Modesta Rodriguez	
Coach Beverly Andrews (UFT TCC)		Coach	
Teacher/Subject Area Vanessa Paulino De Flanagan		Guidance Counselor Maria Mercado	
Teacher/Subject Area		Parent Abraham Garcia	
Teacher/Subject Area		Parent Coordinator Nilda Rivera	
Related Service Provider		Other	
Network Leader Sumita Kaufhold		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		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	355	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	8.73%
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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.

During the admissions process, students identified as new comers to the New York State public education system will complete the HLIS. If they qualify, they will be evaluated using the LAB-R exam. Results of this exam will be delivered to the school's Borough Assessment Office. If a student is identified as ESL, the counselor will meet with the student and parent to inform of student's placement, provide program options, and describe our Freestanding ESL program. Parents are provided with the entitlement letters and with assistance of other staff, to ensure that they are returned within the allotted time. Counselors program students and determine the number of ESL classes they should be registered for according to the ATS reports, such as the RLAT and RNMR, as per the CR Part 154 mandates.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained											9	10	12	31
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	9	10	12	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	7
SIFE	3	ELLs receiving service 4-6 years	4
		Special Education	6
		Long-Term (completed 6 years)	20

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	1	0	4	0	1	20	2	6	31
Total	7	1	0	4	0	1	20	2	6	31

Number of ELLs in a TBE program who are in alternate placement: 0

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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											8	9	11	28
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian												1		1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	9	11	11	31

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.

Paste response to questions 1-4 here

Our ELL instruction is delivered in self-contained heterogeneous classrooms. Beginners are programmed in three ESL classes, for a total of 705 minutes of ELL instruction per week. Intermediate students have two ESL classes, for a total of 470 minutes per week. Advanced students are programmed in one ESL class for a total of 235 minutes of ESL instruction per week, and a Language Arts class. ESL students receive content area instruction in English. During our Professional Learning Communities meetings, teachers are exposed to literacy strategies, (graphic organizers, vocabulary, reading tactics); instructional practices (Cooperative Learning and Differentiated Instruction); to enhance student's comprehension in the content area and enrich their language development. The SETTS teacher incorporates these strategies to further assist special needs students.

Students are scheduled for classes according to their NYSESLAT level. In the ELL classroom, instruction is differentiated by grouping students according to ability. Beginning students work on developing their phonemic awareness, subject-verb agreement, verb conjugation and vocabulary development. We use visuals, audio and materials that focus on introducing American culture and history. Students receiving ELL services for 4-6 years and more are also scheduled according to NYSESLAT testing levels. Those who are intermediate to advanced work on a more academically challenging curriculum that focuses on advancing the student to a proficient level. These courses continue to emphasize reading, writing, speaking and listening for academic and personal enrichment. The ELLs identified as having special needs receive all the allotted provisions assigned to them under their I.E.P., SETTS (resource room), and any other related services, if indicated in their I.E.P. All ELL students are encouraged to get involved in academically and culturally enriching activities that are available to them both during and after school.

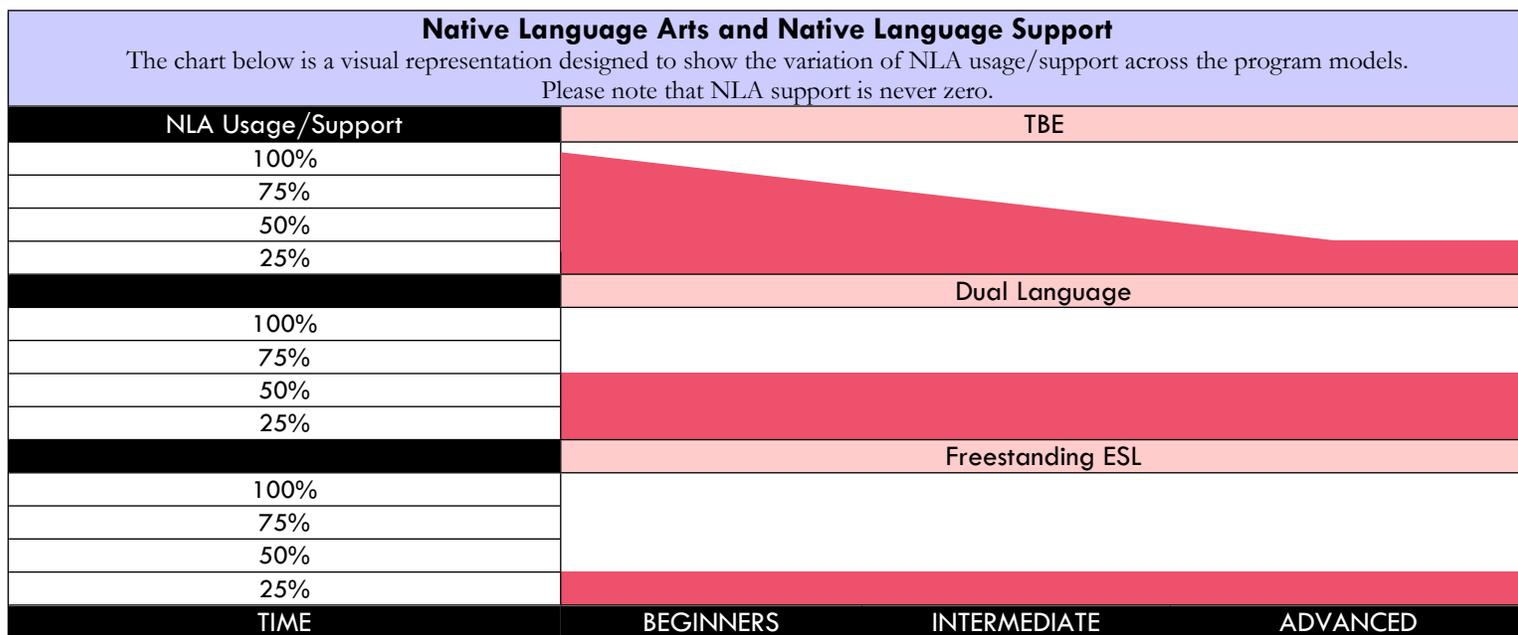
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

	Beginning	Intermediate	Advanced
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

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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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?

Paste response to questions 5-14 here

Our ESL program is aligned with New York State's ESL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials. Classes include language arts instruction, and a focus on solid English as a Second Language program. The ESL classroom is equipped with Laptops, Smart Board, text books, learning centres and an extensive classroom library with books for each level of proficiency. The library will be upgraded as our school focuses on the needs of our ELL population. ESL students are awarded the opportunity to further prepare for state Regents exams during PM classes. The ESL teacher will also be available to provide additional support in PM Regents prep classes exclusively for English Language Learners.

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.

Paste response to questions 1-3 here

Teachers are exposed to an assortment of strategies to meet the needs of ELL students during our weekly Professional Learning Communities meetings. The ESL teacher also attends outside professional Development workshops to enhance her teaching skills.

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?

Paste response to questions 1-4 here

The age of our students and the frustration they and their parents have had in other schools limits the level of parent participation. However, we do have a small but active Parents Association Team and a School Leadership Team. Our Parent Coordinator meets with the parents during orientation and communicates with them throughout the year via newsletter and by telephone. The newsletter is translated into Spanish and provides parents, students and staff with pertinent school information, dates of parent meetings, dates of school activities and highlight of student achievement. Our Parent Coordinator meets with the School Leadership Team monthly. Parents are offered workshops on computer training, graduation requirements, College and Financial Aide application and Immigration among other topics.

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)											2	3		5
Intermediate(I)											5	3	3	11
Advanced (A)											4	5	6	15
Total	0	0	0	0	0	0	0	0	0	0	11	11	9	31

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

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	27		3	
Math <u>Int. Algeb</u>	28		3	
Math <u>A</u>			6	
Biology				
Chemistry				
Earth Science				
Living Environment	28		3	
Physics				
Global History and Geography	28		2	
US History and Government	27		4	
Foreign Language				
Other <u>Spanish</u>			10	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

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?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

ESL students will take the Periodic Assessment for English Language Learners during the Spring semester. The results of this and the NYSESLAT will assist the teacher in developing the instructional plan for the three levels of ESL classes. Most of our students scored proficient in the Listening/Speaking modality of the NYSESLAT. This year, major focus will be made on developing vocabulary strategies, reading comprehension and writing skills to enhance students' learning in the content areas and pass the English Regents exams. The success of our ELL program will be measured by student's performance on the NYSESLAT. We expect students to improve by at least one proficiency level each year.

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.

Paste additional information here

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		