



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME :** BRONX COMMUNITY HIGH SCHOOL

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DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M00:

08X377 \_\_\_\_\_

PRINCIPAL: FLORA GREENAWAY\_\_\_\_\_

EMAIL:

FGREEN@SCHOOLS.NYC.GOV\_\_\_\_\_

SUPERINTENDENT:

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## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Flora Greenaway	*Principal or Designee	
Robyn Steiner	*UFT Chapter Leader or Designee	

Fromina Washington	*PA/PTA President or Designated Co-President	
Carmen Yance	DC 37 Representative, if applicable	
Ebony McCullough	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Laura Shmishkiss	CBO Representative, if applicable	
Janice Foster	Member/	
Joanna Jordan	Member/	
	Member/	
Francis Rollins	Member/	
Francis Dsouza	Member/	
Courtney Kelly	Member/	
Sheila James	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **To improve teacher quality and effectiveness and student performance**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**As a result of teacher development and practice, our data will reflect a 5% increase in the percentage of students scoring a 65% or above on the English Regents examination from 77.65 to 79% and from 77.59 to 79% in the Mathematics Regents examinations by June, 2012.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

- **All teachers will continue to receive professional development around the Common Core Learning Standards and the Danielson Framework for effective teacher practices.**
- **All teachers will continue to receive professional development in the use of current DOE and**

**other school based assessment tools such as ARIS, Reading Tracker and Achieve-3000. • The staff will use these tools to examine student assessment data (Gates-MacGinitie, mock-Regents, Regents, PSAT and Achieve 3000), and develop differentiated instruction to target the needs of the students;**

- Supervisors will review pass/fail rates and meet individually with teachers in order to determine how students are being evaluated and develop instructional plans to improve student outcomes in subsequent marking periods;**
- Teachers will use the results of the Gates MacGinitie exam to group students and select texts that are specific to their reading levels;**
- Our staff will continue to implement strategies necessary for parent outreach (letters to parents, call logs, home visits) to increase students' attendance;**
- Increase the number of students participating in the Extended Day program by infusing the program throughout the school day;**
- Our Accreditation Committee will capitalize on the work that we have begun around our students' program to ensure that the students are receiving the necessary classes and information that will lead toward successful graduation.**
- . The Aventa Program will be provided for students to accumulate credits. Teachers may offer independent studies for our students, but they must provide the administration with a class outline for review before commencement of any independent studies classes.**
  - Ensure that our fiscal plan includes funding for professional development for our teachers and other staff members;**
  - The administrative team will continue to rigorously monitor PM School, mentoring, after-school tutoring, Small Group Instruction for our struggling students for effectiveness;**
  - Review and revise our current curriculum maps to meet the needs of the students;**
  - Continue to develop strong partnerships with colleges that will provide our teachers and other staff members;**

- Update our tiered classes. • Provide leadership and social skills development through our guidance department as well as our community based organizations
- At the end of each term, the staff will examine student assessment data to determine students' strengths and weaknesses as well as instructional plans tailored to meet the varied need of each student. Based on the information reflected in the data, the staff will develop differentiated instruction to meet the needs of the students targeted to increase performances on all Regents Examinations.
- This school year, we will focus our instruction around assessment and questioning and discussion techniques in the classroom. Differentiation and the use of data will continue to be paramount to our work as we move forward.
- Our professional development consultant will continue to designate one professional development day per month for curriculum and unit planning in all content areas. The curriculum map will follow the spiral design in order to ensure that skills are re-visited in varying degrees of complexity both vertically and horizontally • During the term-1, we will continue to begin assessments to provide baseline data of our students' abilities students with mentoring, service learning projects as well as college and career counseling. • Update our tiered classes.
- Provide leadership and social skills development through our guidance department as well as our community based organizations
- At the end of each term, the staff will examine student assessment data to determine students' strengths and weaknesses as well as instructional plans tailored to meet the varied need of each student. Based on the information reflected in the data, the staff will develop differentiated instruction to meet the needs of the students targeted to increase performances on all Regents Examinations.
- This school year, we will focus our instruction around assessment and questioning and discussion techniques in the classroom. Differentiation and the use of data will continue to be paramount to our work as we move forward.

**We will continue to reassess our students' in during the term-11 to gauge their progress. The following is a list of the various assessments that will be administered: 1. Bi-Weekly Benchmarks 2. Gates MacGinitie 3. Achieve – 3000 4. Acuity 5. PSAT 6. New York State Regents Examinations 7. New York State Regents Competency Examinations (RCT)**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **In order to attract highly qualified teachers, The Bronx Community High School completes the following five step process:**
- **Step -1 All teachers are screened by our New Visions, our LSO prior to their being recommended for the interview process**
- **Step 2 An interview process is conducted by a team of administrators, teachers, students and one member of our Good Shepherd CBO.**
- **Step 3 The team makes a recommendation for a demonstration lesson.**
- **Step 4 Candidates are contacted for the purpose of performing a demonstration lesson which is observed by the team.**
- **Step 5 The team collaborates on the decision making of the school.**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To increase the graduation rate.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content

and student achievement standards

**The Bronx Community High School will increase the percentage of students graduating from 42.3% to 46% by June, 2012.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Ensure that our fiscal plan includes funding for professional development for our teachers and other staff members**
  - **Review and revise our current curriculum maps to meet the needs of the students**
  - **Rigorously monitor PM School, mentoring, after-school tutoring and Small Group Instruction (SGI) for our struggling students to ensure that they are beneficial**
  - **Develop strong partnerships with colleges that will provide our students with mentoring, service learning projects as well as college and career counseling**
  - **Provide leadership and social skills development through our guidance department as well as our community based organizations**
  - **All students will be allowed to participate in our Small Group Instruction during our Extended Program as well as our PM school program. We have allocated funding for our after school and Saturday Academy Program.**
  - **Students will receive academic intervention services during and after school. The students will receive one assessment in the fall and one in the spring using the following assessments as a tool to increase student stamina with regard to test taking and also as an instructional tool**

**to develop our students' ability to read write and understand various levels of text. The following assessments will be administered:**

- 1. Gates MacGinitie**
  - 2. Achieve – 3000**
  - 3. Interim Assessments**
- To increase the number of college bound students by: a) Developing college awareness programs. b) Increasing the number of college and career fairs. c) Increasing the number of students participating in SAT Prep classes d) Provide each student with a college directory.**
  - Transitional Services for all students to include the following components: a) Pathways to College b) Leadership through service c) Mentoring**
    - Increase the number of students being mentored by adults in the school community.**
    - Increase the number of presentations offered by colleges and universities in an effort to link/match students with schools**
    - Counsel students to attend programs more appropriate to their needs**
      - To monitor all students' programs to ensure that academic and social interventions are put in place to ascertain that students are acquiring credits and to reduce the number of students dropping out**
      - Provide a curriculum tailored to meet the varied needs of all students**
      - Broaden and enrich the program of the school day around the varied needs of the students**
      - To provide an opportunity for the students to participate in PM School for credit recovery, independent studies and tutoring for all classes.**
        - To provide a rich curriculum for the students which will emphasize the educating of the whole child**
        - To provide mental health services**
        - To forge partnerships with community based organizations to provide social skills development and leadership training for our students.**
    - Continue to develop our student leadership team**

- **To increase student/parent participation in Transitional Services offered**
- **Use strategic parent outreach (letters to parents, call logs, home visits) to increase students' attendance**
- **Increase the number of students participating in the extended day program by offering it at the beginning of the school day**
- **Continue to work with the accreditation committee to design and implement a plan that will ensure that the students are receiving the necessary classes and information that will lead toward successful**
- **We offer the Aventa online credit 4. Acuity 5. PSAT 6. New York State Regents Examinations 7. New York State Regents Competency Examinations (RCT) recovery/accumulation program to afford our students the opportunity to accumulate credits in areas of deficiency.**
- **The graduates committee will meet weekly to monitor graduates' academic performance and attendance, and to develop intervention strategies to support students' progress towards graduation.**
- **Each graduate will have a 'mentor' who is part of the graduates' committee who will, along with the advocate counselor, meet regularly one-on-one with the graduate to support their progress towards graduation.**

### **Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- In order to attract highly qualified teachers, The Bronx Community High School completes the following five step process:
  - Step -1 All teachers are screened by our New Visions, our LSO prior to their being recommended for the interview process
  - Step 2 An interview process is conducted by a team of administrators, teachers, students and one member of our Good Shepherd CBO.
  - Step 3 The team makes a recommendation for a demonstration lesson.
  - Step 4 Candidates are contacted for the purpose of performing a demonstration lesson which is observed by the team.
  - Step 5 The team collaborates on the decision making of the school.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- **Funding has been allocated for professional development and academic support for all students. (XG9E) (XIAD) (GHEJH) (G12BU)**
- Add a New Goal The form is incomplete. Make sure you have at least 1 goal/program with budget allocation!
- Part 3: Upload Your School SLT Response Form here!
- Part 4: Electronically sign this form by typing in your name and e-mail address in the spaces below. After reviewing for completion, click on the submission button then print this page for your record.
- \* Submitted by Name:
- Submitter's Name is Required \* Email Address: Please type a valid email address (jdoe@schools.nyc.gov)
- Submitter's E-mail is Required

## ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Develop and maintain the students' level of proficiency in the core academic subjects**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**The students' level of proficiency will be reflected in an increase in their ability to read and write for critical analysis as measured by the number of students attaining graduation.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: The students' level of proficiency will be reflected in an increase in their ability to read and write for critical analysis as measured by the number of students attaining graduation.
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic

assessments to evaluate the effectiveness of the strategies/activities

d) timeline for implementation.

**Increase in the number of African American, Hispanic and Economically Disadvantaged students performing at or above the state standards as required for graduation.**

- **Student proficiency levels in core academic subjects will be maintained via continual monitoring of instruction, equitable assessment, and feedback to students; the teachers and the administrative staff will continually evaluate student data and use the analysis to revise curriculum, instruction, resources and assessment to ensure that academic rigor is maintained.**
- **The cabinet, staff members, and the SLT will meet to revise the CEP;**

- **During designated professional days at the end of the year, we will review and revise curriculum and unit plans in all content areas using backwards design.**

- **The curriculum will offer skills in varying degrees of complexity to students both horizontally and vertically;**

- **Material resources will be aligned to curriculum and student needs (Regents prep materials, content area leveled texts);**

- **Teachers will use multi-media resources to support learning;**

- **The instructional staff will receive professional development in using data to plan instruction;**

- **Teachers will follow curriculum maps to ensure consistency in content and assessment;**

- **Teachers will continue to post every marking period's units of study, learning targets and assessments in advance of units of study;**

- **The teachers' schedules will include weekly periods for common planning in all grade/content areas;**

- **Instruction will be differentiated (individual conferences, small group work, support for Ells and Special Ed students) to target student needs;**

- **Support for struggling students will be provided during the school day. The students will continue to receive academic support, mental health support, as well as social skills development. We will continue to offer bi-weekly benchmarks to monitor the students' progress via the students**
- **School administration and teachers will meet regularly to review student data and programs in order to ensure that the data and programs are in alignment with goals;**
- **Student portfolio work and class work will be monitored at regular intervals for cohesion;**
- **Teachers will receive classroom observation reports tailored to meet the individual needs of the teachers;**
- **Support teacher learning by scheduling inter-class and inter-school visitations to observe best practices;**
- **Experienced teachers will continue to mentor teachers with less than 3 years of teaching experience;**
  - **We will continue to design our school schedule as well as the programming of staff and students to meet the varied needs of all students; for example, our staff members are providing additional support for our students during their Circular-6 assignment and our Extended time to support the learning of our struggling learners;**
  - **The DOE administrative team will work collaboratively with its partner, Good Shepherd team, to ensure that the youth development component of our program is established in our school, and our students are receiving adequate counseling services, appropriately programmed for classes, and have ample encouragement and assistance with college and career choices and opportunities.**
- **Monitor our special education department to insure that IEPs are updated annually and that all special education students are receiving the services that are mandated for them such as transition services, counseling and speech;**
- **We will provide professional development for our ELL via our contract for excellence**

**(C4E) allocations we will provide extended time on task for our students to receive the additional support for their core academic classes during our Small Group Instruction (SGI) PM School and Saturday Academy.**

- **All students will receive interim assessments to monitor their progress.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- In order to attract highly qualified teachers, The Bronx Community High School completes the following five step process:
  - Step -1 All teachers are screened by our New Visions, our LSO prior to their being recommended for the interview process
  - Step 2 An interview process is conducted by a team of administrators, teachers, students and one member of our Good Shepherd CBO.
  - Step 3 The team makes a recommendation for a demonstration lesson.
  - Step 4 Candidates are contacted for the purpose of performing a demonstration lesson which is observed by the team.
  - Step 5 The team collaborates on the decision making of the school.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Funding in Galaxy will provide professional development for the staff and academic intervention for all students. (XGE9E) (XIAD) (GHEJH) (G12BU)

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To increase the attendance rate.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **The attendance rate will increase from 70.9% to 72% by June, 2012.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Our focus on attendance will be an ongoing process throughout our school community. The attendance committee will convene to participate in weekly meetings designed for**

**intervention and prevention procedures in an effort to increase attendance. The committee will ~~create~~ follow the attendance plan they created that is evaluative and requires ongoing assessments of our strategies that are in place to address the outreach of our truants or LTAs.**

**During our attendance committee meetings, we:**

- Target students who have been excessively absent and determine intervention strategies for these students**
- Look at data of students who have 60-75% attendance and determine strategies to keep these students engaged in school. Some strategies include, “adopt a student”, whereby students are assigned to teacher mentors. Other strategies include daily progress reports, parent conferences, and ‘student-teacher-advocate counselor” conferences.**
- Keep records of all interventions taken with students as well as next steps to be taken.**

**We will provide rewards incentives. We will re-engage our students and their families in the educational process, utilizing youth development that will engender positive outcomes; we will provide parent workshops to inform our parents about the benefits of our program and the role they are playing in the lives of our students.**

**The period attendance is taken to provide an awareness of students’ attendance. We will attend weekly attendance meetings designed to strategize around attendance improvement. We will analyze data as a means of improving our students’ patterns of attendance. Our attendance intervention and improvement plan will require that our staff contacts parents or guardians via telephone, home visits and letters mailed to the**

**students' homes. Students will be given a staff handbook that explains our goals and expectations for the school year.**

**During our intake process, we will present and explain our parent compact, and we will emphasize the importance of attendance. During intake, our students will be required to sign the student's contract that will require a minimum of 75% daily attendance and punctuality. Students who will have violated their student contract for attendance will be placed on an intervention plan to reengage the student.**

**We will continue to embrace our partnership model with Good Shepherd Services which provides advocate counselors for our students. Each advocate counselor is assigned to a minimum of twenty-five students and a maximum of thirty students. The services provided by our advocate counselors remain an effective and integral component of our school community. Our students receive support from our advocate counselor in the areas of college and career, attendance, programming and socio-emotional counseling. Whenever students are absent for three consecutive days, they receive a home visit from their advocate counselors. In doing so, the students are provided with the necessary supports. To ensure that our students develop positive attitudes about the importance of attending school, we will continue to encourage our students by providing the following rewards incentives:**

- We will acknowledge students who have achieved perfect attendance every two weeks during our monthly community meetings, in our weekly student bulletin, and on our attendance bulletin board.**
- We will have a "student achievers dinner" at the end of each academic cycle for students who have passed all of their classes and achieved 80% class attendance. Parents will be invited to this dinner.**
- We will display a bulletin board that will be updated monthly to celebrate our students**

**who have reached their attendance goals.**

- **Students who have maintained an 85% and above average will be honored during our student achievers dinner above**
- **We will track our students who have maintained an average of 75% and above in order to move them to a higher percentage of attendance achievement.**
- **Luncheons and other incentives will be provided for all of our students who have improved their attendance.**
  - **Our school community will develop a staff and student survey to inform our attendance outreach practices.**
- **Students will be required to set attainable goals that will be documented and revisited.**
- **Our PowerSchool system will reflect attendance improvement among our students.**

### **Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.**
- **In order to attract highly qualified teachers, The Bronx Community High School completes the following five step process:**
  1. **Step -1 All teachers are screened by our New Visions, our LSO prior to their being**

recommended for the interview process

2. Step 2 An interview process is conducted by a team of administrators, teachers, students and one member of our Good Shepherd CBO.
3. Step 3 The team makes a recommendation for a demonstration lesson.
4. Step 4 Candidates are contacted for the purpose of performing a demonstration lesson which is observed by the team.
5. Step 5 The team collaborates on the decision making of the school.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. Our Good Shepherds team provides youth development support for our students in the areas of programming, intake, attendance outreach, academic and social and emotional counseling, referral to outside organization, leadership development of students' college and career counseling and paid internship in the learning to work program.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Our Good Shepherds staff will provide support in attendance intervention and prevention support for our students. Our budget categories that will support the strategies and activities are scheduled under Z4RV in OTPS

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To increase our students' credit accumulation rate.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. ***The percentage of students earning credits will increase by June, 2012. To increase the number of credits earned by students who enter the Bronx Community High School with a minimum of 22.01 – 33.00 credits from 9.47 to 9.60.***

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**We will design a plan that will encourage our students to accumulate credits and transition**

from high school to higher education.

- Our staff will continue to work closely with our Good Shepherds team on a weekly basis to discuss student achievement data.
- We have developed an accreditation committee to support and monitor the credibility and or authenticity of the courses offered at our school as well as the credit recovery classes.
- Our students will be held to high standards as we prepare them for academic excellence.

When our students enter our school they are given the Comprehensive test of basic skills.

(CTBS)

- Our students will also be administered the Gates MacGinitie Test as well as the Acuity and other standardized math exams that will provide baseline data on our students English and mathematics skills.
- Based on our students' data, our staff will tailor our instructional program to accommodate the varied needs of our students.
- Our students receive bi-weekly benchmark grades to inform them of their academic progress.
- The administrative team will instruct staff on instructional strategies that should be implemented to support our students' learning.
- Our use of data will be ongoing as we strive to provide a rich curriculum for our students.
- The teachers, in conjunction with the advocate counselors, will participate in Case Conferencing to discuss those students that are at-risk of failing their classes. Together they will create strategies that would support the students' academic and social development.
- Students who have not reached a level of proficiency in their class work and have not attained a mark of 65% and above will be assigned to Saturday Academy to receive additional instructional support that will supplement their daily instructional program.

Our Data Specialist will continue to support our work around student accumulating credits as needed. Funding for our Data Specialist has been provided in the per session category. Our

**Good Shepherds staff will also provide support through their intervention and prevention strategies as discussed under our attendance plan. • The number of students achieving credits by June, 2012 will increase.**

- **There will be a wall of fame for each graduate.**
- **The tone and culture of our school will continue to be reflective of a community of learners.**
- **The PowerSchool data system will continue to reflect bi-weekly benchmarks of our students' achievements.**
- **There will be an increase in the number of students graduating with their cohort.**

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- In order to attract highly qualified teachers, The Bronx Community High School completes the following five step process:

- Step -1 All teachers are screened by our New Visions, our LSO prior to their being
- recommended for the interview process
- Step 2 An interview process is conducted by a team of administrators, teachers, students and one member of our Good Shepherd CBO.
- Step 3 The team makes a recommendation for a demonstration lesson.
- Step 4 Candidates are contacted for the purpose of performing a demonstration lesson which is observed by the team.
- Step 5 The team collaborates on the decision making of the school.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## **ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								

9	Math Tutoring/ small group/ 3 students	N/A	Literacy Tutoring/ Small group/ 3 Students	Literacy Regents Prep/ Small Group/ 2 student	N/A	N/A	Social Studies Tutoring/ Small Group/ 2 Students	Earth Science Regents Prep/ Small Group/ 2 Students
10	Math Tutoring/ small group/ 3 students	Math Regents Prep/ small group 3 students	Math Regents Prep/ small group 3 students	Literacy Regents Prep/ Small Group 2 students	SAT English Prep/ Small Group/ 4 Students	Social Studies Regents Prep/ Small Group/ 2 Students	Social Studies Tutoring/ Small Group 1 Student	Student Earth Science Regents Prep/ 4 Students

1 1	Math Tutoring/ small group 3 students	Math Regents Prep/ small group 2 students	Literacy Tutoring/ Small group/ 2 students	Literacy Regents Prep/ Small group 2 students	SAT English Prep/ Small Group/ 2 Students	Social Studies Regents Prep/ Small group/ 2 Students	Social Studies Tutoring/ Small Group/ 2 students	Science Regents Prep/ Small Group/ 3 Students
1 2	Math Tutoring/ small group 3 students	Math Regents Prep/ small group 3 students	Literacy Tutoring/ Small Group/ 3 students	N/A	N/A	Social Studies Regents Prep/ Small Group/ 8 Students	N/A	N/A

***On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:***

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),

2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.)

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• <b>During the school day, students registered in the tiers one and two classes receive reading intervention support via the Achieve 3000 program.</b></li> </ul> <b>Students are provided small group instruction after school and Saturday Academy</b>
<b>Mathematics</b>	<b>Students are provided small group instruction after school and Saturday Academy to provide additional academic support.</b>
<b>Science</b>	<b>Students are provided small group instruction after school and Saturday Academy to provide additional academic support.</b>
<b>Social Studies</b>	<b>Students are provided small group instruction after school and Saturday Academy to provide additional academic support.</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Our IEP students are giving advice on conflict resolution and crisis intervention.</b>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>ERRS Counseling can be provided by Social workers and School Psychologist if needed if a student is in immediate crisis or conflict.</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>Each student is provided an Advocate Counselor from our partnership with the Good Shepherds Program during the school day. The Major Duties of the Advocate counselor are: Monitor student attendance and educational process.</b></p> <ul style="list-style-type: none"> <li><b>*Provide counseling and conduct attendance outreach including home visits and visits to work sites.</b></li> <li><b>*Provide crisis intervention and conflict mediation and assistants with out of school issues.</b></li> <li><b>*Work collaboratively with faculty to support student progress.</b></li> <li><b>*Facilitate workshops for students regarding job and career development activities.</b></li> <li><b>*Provide crisis intervention and conflict mediation and assistants with out of school issues.</b></li> <li><b>*Work collaboratively with faculty to support student progress.</b></li> <li><b>*Facilitate workshops for students regarding job and career development activities.</b></li> </ul>

<b>At-risk Health-related Services</b>	<b>Bronx Community Students have access to an onsite substance abuse counselor.</b>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed

members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent

Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement

requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their

- child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
  - supporting parental involvement activities as requested by parents;
  - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
  - advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** \_08X377 **School Name:** \_Bronx Community High

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1       Improvement Year 2       Corrective Action Year 1       Corrective  
 Action Year 2       Restructuring Year 1       Restructuring Year 2       Restructuring  
 Advanced

**Category:**       Basic       Focused       Comprehensive

**Intervention:**       School Quality Review (SQR)       External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)       Not Required for 2011-2012

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**Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
    - Based on the results of our 2010-2011 quality review, the Bronx Community High School reviewed overall assessment data in different subject areas, but the data was not disaggregated, specifically for special populations, in order to identify specific strengths and weaknesses. The review also noted that as teacher teams reviewed summative data and in-class assessment, the input of the advocate counselors who were not part of the teacher team meetings, was missing, leaving gaps in the information that is required for teams to have a full picture of where each student is academically and socially.
  2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
    - Our staff continues to use data to inform our instructional practices; however, our school has refined the process to include the following:
      1. Item analysis of specific skills
      2. Uniformed assessments
      3. Disaggregation of data
      4. Staff teams which will include administration, teachers and advocate counselors
- 

#### Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The Bronx Community High School has hired AUSSIE Consultants to provide support for the teachers in the following areas:

  1. Instructional practices
  2. Development of curriculum maps
  3. Coaching
  4. Individualized professional development plans
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  1. Our newly hired staff members are currently being mentored by our most senior staff members.
  2. Our Lead Teacher provides coaching and mentoring for other staff members.
  3. Our subject area department leaders meet with teachers from their departments to provide additional support for their colleagues.
  4. The Regents focused teacher team provides instructional support for the teachers on that team.
  5. The administration works with the teachers to support and develop their teaching practices around the Danielson Framework for Effective Teaching Practices.
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.
  1. Parents will be notified about the school's identification for school improvement through written translation and oral interpretation.
  2. Letters will be mailed to our parent community, and we will backpack the students with copies of the letter.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Maldonado/Barbara Gambino</b>	District <b>8</b>	Borough <b>Bronx</b>	School Number <b>377</b>
School Name <b>Bronx Community High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Flora Greenaway</b>	Assistant Principal <b>Francis Rollins</b>
Coach <b>Kane Summerhayes</b>	Coach <b>Ken Ellis</b>
ESL Teacher <b>Christine Rivera</b>	Guidance Counselor <b>Daniel McPartland</b>
Teacher/Subject Area <b>ESL Teacher</b>	Parent <b>Fromena Washington</b>
Teacher/Subject Area <b>Kwame Baird</b>	Parent Coordinator <b>Lorraine Gil</b>
Related Service Provider <b>type here</b>	Other <b>Jasmine Ortiz</b>
Network Leader <b>Barbara Gambino</b>	Other <b>Nancy Nulman, LDF</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>200</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>3.5%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [Q](#)

1. When families enroll their children at the Bronx Community High School, they were told that the school did not offer a formal ESL program. We have given our families the home language survey and none of our families have requested any other programs for their ELL students. Because the families have not made any requests for any other programs, through small group and individualized instruction we are addressing the needs of ELLs. We offer our ELLs instruction in ESL as well as our core academic program. Our ELL beginner and intermediate students are receiving ELL instruction at the Bronx Bridges High School which is located on our campus. Our intake team includes our bilingual (Spanish/English) Program Director and Parent Coordinator, Lorraine Gil, our Bilingual (Spanish/English) Advocate Counselors, Freddy Polanco, Wendy Morales, Jose Salinas, Jermaine. Our Assistant Principal, Francis Rollins, a certified Special Education Instructor, our Special Education Teacher, Christine Rivera, who is currently participating in a Masters program in order to become certified in ESL and our Guidance Counselor, Daniel McPartland, provide additional support regarding instruction and student placement for the parents and students. Every year, the team reviews the students' data in the ATS to determine the students eligibility. All eligible students are then scheduled to take the NYSESLAT during the months of April and May. The parents will receive letters informing them of the test. The students will also be backpacked with the letter. The test will also be announced in our weekly bulletin as well as staff meeting and highly visible bulletin boards around the school. The Assistant Principal, Francis Rollins, our Test Coordinator, Donna Reid, our Resource Room Teacher, Christine Rivera, are vigilant in their work to ensure that the test is administered in compliance with the rules and regulations for the four components of the test administration. Students who have not passed the NYSESLAT will continue to receive services according to the results of the NYSESLAT.

2. The Bronx Community High School is a transfer High School that accepts students that are truant, overaged and undercredited; therefore, our students were already attending a New York City Public School. Our parents and students attend an intake and orientation process. Upon admission, our parents meet with the intake team and the parents are asked to complete the Bilingual Education Student Information Survey (BESIS) and are informed of program choices. Parents are informed of the ESL educational services for students and their families. Oral and written translation is provided for those parents who only speak Spanish. Our core academic program is supported with parent requests to continue to offer their ELL students our core academic program.

3. During our student intake process, the parents survey forms are given to the parents to complete and return at the end of the intake process.
4. Our core academic program is offered in response to parent requests to continue to offer the ELL students our core academic program. Parents are asked to complete the Bilingual Education Student Information Survey (BESIS) and are informed of program choices.
5. The parents of the nine students have requested the current program that is in place at our school.
6. The program model offered at our school is aligned with parent requests. We offer our bilingual and intermediate students ELL instruction at the Bronx Bridges High School.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

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

Number of ELLs by Subgroups				
		years		(completed 6 years)

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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

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

**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
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. At this time, the Bronx Community High School do not have a licensed ESL teacher; therefore, with some exceptions, all students receive their instruction in our heterogeneously grouped classes.

2. Our ELL students who have performed at the advanced level on the NYSESLAT examination are currently receiving all of their instruction in heterogeneously grouped classes that are fifty-five minutes long. Our ELL students who have performed on the beginners and intermediate levels are receiving ESL instruction one period per day, five days per week at the Bronx Bridges High School, a bilingual high school, located on our school's campus. All ELL students receive additional academic support in small group settings in our resource room with our special education teacher who has been working on her ESL license.

Our ELL students are receiving ESL instruction for one period per day from our special education teacher who is being trained to deliver ESL instruction. The teacher also provides the Achieve 3000 program which supports the ELL student with instruction that are tailored and differentiated to meet the varied learning needs of the students. Our ELL student is also receiving additional support in their English Language Arts classes which are designed to address the learning deficiencies of our struggling learners, our students with disabilities and our ESL students. Alternative textbooks, graphic organizers, leveled non-fiction books, and Multimedia are utilized to differentiate

## A. Programming and Scheduling Information

instruction. Our ELL students receive testing modification as mandated by their IEPs.

3. All students entering Bronx Community will automatically enter English Seminar A upon enrollment. We have designed the following tiered English Language Arts program to address the learning styles of all students: In order to provide native language support for the content area, our resource room teacher meets with the content area teachers for instructional planning that supports the pull out model. During the instructional planning, the teachers discuss students strengths and weakness, differentiation of instruction, as well as scaffolding, comprehension strategies and vocabulary development. 1. At this time, the Bronx Community High School, we do not have a licensed ESL teacher; therefore, with some exceptions, all students receive their instruction in our heterogeneously grouped classes.

2. Our ELL students who have performed at the advanced level on the NYSESLAT examination are currently receiving all of their instruction in heterogeneously grouped classes that are fifty-five minutes long. Our ELL students who have performed on the beginners and intermediate levels are receiving ESL Instruction one period per day, five days per week at the Bronx Bridges High School, a bilingual high school, located on our school's campus. All ELL students receive additional academic support in small group settings in our resource room with our special education teacher who has been working on her ESL license.

Our ELL students are receiving ESL instruction for one period per day from our special education teacher who is being trained to deliver ESL instruction. The teacher also provides the Achieve 3000 program which supports the ELL student with instruction that are tailored and differentiated to meet the varied learning needs of the students. The ELL student is also receiving additional support in their English Language Arts classes which are designed to address the learning deficiencies of our struggling learners, our students with disabilities and our ESL students.

3. All students entering Bronx Community will automatically enter English Seminar A upon enrollment. We have designed the following tiered English Language Arts program to address the learning styles of all students: In order to provide native language support for the content area, our resource room teacher meets with the content area teachers for instructional planning that supports the pull out model. During the instructional planning, the teachers discuss students strengths and weakness, differentiation of instruction, as well as scaffolding, comprehension strategies and vocabulary development. All ELL students are offered small group instruction, the Achieve 3000 Reading Program and tutoring for the content area during our Extended Day Program and our Saturday Academy. ELL students are also afforded the opportunity to participate in all programs that are offered at the Bronx Community High School.

All ELL students are offered small group instruction, the Achieve 3000 Reading Program and tutoring for the content area during our Extended Day Program and our Saturday Academy. ELL students are also afforded the opportunity to participate in all programs that are offered at the Bronx Community High School.

**Tier 1 Classes:** The tiered ELA program is comprised of introductory classes designed to help students build their literacy skills. The program provides the explicit instruction of literacy strategies and writing skills. Students will be assessed using the Gates-MacGinitie test. Their reading levels will be discovered, and samples of their writing will be assessed to reveal their levels of writing; thus, the students will be placed into a tiered track. As a result of this trimester's placement and the assessments executed, students whose assessments have reflected at least 9th grade reading levels and the skills necessary to prepare for regents will be placed into the track for the Tier 2 classes. Students who have passed regents but need additional credits will also be placed into the Tier 2 track. Students who need fewer credits and have passed regents will be placed into the Tier 3 track. Students who do not have at least a 9th grade reading level and who lack the skills necessary to prepare for Regents will continue on in the Tier 1 track.

**Tier 2 Classes:** This tier is designed for students who have at least 9th grade reading levels and need to prepare for Regents. This tier is also for students who have passed Regents but need more than 4 credits. Students who have successfully completed all Tier 1 classes but may not be on a 9th grade level will still be enrolled for Tier 2 classes.

**Tier 3 Classes:** Students who have passed Regents and are preparing for college readiness or work readiness will be placed in this tier. There are only 4 credits available in this tier; therefore, students who are enrolled in this tier must have completed and passed the Regents with at least a score of 65 (Our goal is 75) and need only 4 credits to complete their ELA graduation requirements.

Tier 1 – Skill-Building Classes

## A. Programming and Scheduling Information

English Seminar Introduction (A): Every student entering the Bronx Community High School will take this class. It is an in-take class where the student's reading and writing skills will be assessed. Once assessed, the student will be placed into a tiered track based on the teacher's and advocate counselor's recommendations.

\*For 2010 – 2011, students who have low reading scores and have not passed the Regents, examination will be placed into English Seminar Introduction.

English Seminar B: This class will focus on reading strategies and writing skills. The students will be introduced to the 7 literacy strategies and will become more proficient at using the strategies with a variety of texts. The students will be expected to independently read novels. The class will follow a reading/writing workshop model where students improve their writing through a writing workshop structure.

English Seminar C: This class is a continuation of the English Seminar B but goes deeper into the strategies and skills needed to enter into Tier 2 classes.

### Tier 2 – Regents Prep Classes

Reading and Writing For Information and Understanding (Standard 1 and Standard 3) – Students will learn how to read and write nonfiction including informational texts, memoirs, autobiographies, political speeches, debates and primary source information. Students will analyze, evaluate, and synthesize information from a variety of sources and will apply these skills. Students will compose several nonfiction pieces that reveal a thesis or controlling idea and use evidence from the text to support their ideas. These writing pieces can include research reports, feature articles and controlling idea essays over a variety of topics.

Creative Writing – (Standard 2) Students will engage in writing different literary pieces including poetry, memoir, short stories, etc. Students will evaluate various authors' texts and will explore literary elements through their own writing.

Exploring the Novel – (Standard 2 and 3) Students will learn how to respond to novels using literary interpretation and will explore literary elements through reading several novels. Students will read novels as a whole-class but will be assigned independent reading as well. Students will evaluate the novel in terms of genre and the author's point of view.

Reading and Writing for Literary Expression – (Standard 2) Students will explore literature in a variety of genres. Students will write various examples of literature. Students will learn how to analyze and evaluate different literary pieces and compare/contrast literary pieces.

Regents English \*This is a mandatory course for students who will be taking the regents at the end of this course. This course covers Standards 1-3. Students will practice all activities that are a part of the Regents.

### Tier 3 – College/Work Readiness Classes

Research Tools for College Writing and Projects – (Standard 1 and Standard 3) – Students will learn how to execute the research that will be needed for college level writing and projects. Students will evaluate various sources and figure out which sources should be used.

Reading and Writing for College – (Standards 1 and 3) – This class will be focused on teaching students how to critically analyze college-level expository reading including journal articles, textbooks, and research reports. Students will also learn how to create arguments and write critically using evidence from a text to support their positions.

Shakespeare – (Standard 2) – Students will learn about Shakespeare's writing and will see how his writing has influenced even modern day movies, readings, etc.

4. The Bronx Community High School actively monitors the students progress to provide the academic support necessary for our students to become successful lifelong learners. All students entering Bronx Community must take the CTB assessment to ensure that they are reading

## A. Programming and Scheduling Information

no lower than a sixth grade level. Upon enrollment, all students will take the Gates- MacGinitie reading test to assess their reading levels. The Achieve 3000 test will also be administered, and the students will be placed in the Achieve 3000 program based on the results of the test. All students are also administered the \_\_\_\_\_ mathematics assessment and throughout the school year, all students will be provided with such assessments as ACUITY and the Bronx Community bi-weekly benchmark assessments. Our students will also take the Regents and or RCT examinations; additionally, all students will receive ongoing formative assessments in all classes. During the spring term, the students will be administered the Gates MacGinitie and the Achieve 3000 assessments to provide a benchmark for each students progress.

5. The Bronx Community High School is a Transfer School which admits students who have been truant for at least 20 days during the previous school year and continues to be truant in the current school year of their admission to our school. Newly arrived students or SIFE students are not accepted at our school because they do not meet the requirements for enrollment at our school. Our 4-6 year of Long term (6) year ELL students are provided the same opportunities to receive an instructionally rich program. Our students receive an instructional program that is aligned with state standards. In addition to the targeted instruction, we have restructured our school day to include a mandated extended-day program in addition to our PM-School. Every student is given the opportunity to receive tutoring in the core academic classes as well as focused instructions to prepare them for the Regents examinations. Our ELLs attend these programs receiving additional academic support across the curriculum. These programs as well as our core curriculum classes focus on overall literacy skill development. Resources, instruction and assessment are leveled and differentiated based on students performance. The ELL students who have performed at the Beginners and Intermediate levels will continue to receive ELL instruction in addition to the heterogeneously grouped classrooms for their core academic classes and the small group instruction provided in the resource room. The students who have performed at the Advanced level will continue to receive their instruction in the heterogeneously grouped classroom in addition to the small group setting in the resource room. The following are some of the approaches we have taken to ensure that our students are given the opportunity to maximize their potential to function at their full capacity.

To provide differentiation in our instructional program, our staff affords our students the opportunity to grapple with text, through the usage of Alternative textbooks, graphic organizers, leveled non-fiction books, leveled classroom libraries and Multimedia. Where necessary, we also ensure that our students receive time and half when taking tests as mandated by their IEPs.

- > Differentiated Instruction
- > Small Group Instruction
- > Performance based assessment
- > Interim Assessment
- > Reading and writing in the content areas
- > Integrating technology in the classroom
- > Resource Room
- > Reading Intervention Programs

6. Presently, the Bronx Community High School has a small English Language Learner population. Through small group and individualized instruction we are addressing the needs of ELLs. The instruction is delivered in English in the general education classes and small group settings in the resource room. Our Beginners and Intermediate students will begin to receive instruction in an ESL class one period per day, five days per week at the Bronx Bridges High School. We will continue to offer an instructional program that will enrich the academic classes that our ELLs attend. Our ELL students receive their instruction in small class sizes. They are administered the Gates MacGinitie baseline Reading Test as well as the Achieve 3000 assesment to determine their reading levels. The students participate in the Achieve 3000 program which is differentiated according to their performance on the assessment and the subsequent reading assessments. The assistant principal and the resource room teacher ensure that the students are placed according to their IEP's and their NYSESLAT data. The content area teacher and the resource room teacher meet regularly to discuss students progress as well as strategies to address the students learning styles. All ELL students are offered small group instruction, for the content area during our Extended Day Program and our Saturday Academy. ELL students are also afforded the opportunity to participate in all programs that are offered at the Bronx Community High School.

7. Our students receive an instructional program that is aligned with state standards. In addition to the targeted instruction, we have restructured our school day to include a mandated extended-day program in addition to our PM-School. Every student is given the opportunity to receive tutoring in the core academic classes as well as focused instructions to prepare them for the Regents examinations. Our ELLs attend these programs receiving additional academic support across the curriculum. These programs as

## A. Programming and Scheduling Information

well as our core curriculum classes focus on overall literacy skill development. Resources, instruction and assessment are leveled and differentiated. The school continues to research reading intervention programs that are designed to deliver differentiated instruction to ELLs. We will continue to offer classes that will enrich the academic classes that our ELLs attend.

### Courses Taught in Languages Other than English <sup>①</sup>

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	ALL	NA	NA
Social Studies:	NA	NA	NA
Math:			
Science:			

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports



## B. Programming and Scheduling Information--Continued

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

8. Our special education staff in conjunction with our ELA department provide our ELL and special needs students with targeted instruction that addresses their needs. Additionally, our ESL instructor is also a licensed Special Education teacher who has been trained in ESL methodologies. She provides additional support for ESL students in a small group settings that afford the students the opportunity to receive the necessary support for their core academic classes as well as the development of their ability to increase their reading and writing fluency and stamina. Our ELL students are afforded the opportunity to participate in all programs offered at our school. The following are some of the programs that are offered in English only to all students, including our ELL population:

- >Achieve 3000 program
- >Extended-Day Small Group Instruction Program
- >At Home In College Program
- >Digital Literacy
- >Saturday Academy
- >Aventa Credit Recovery Program

9. To assist our ELLs in the improvement of their overall writing skills, teachers are available for one-on-one tutoring sessions in their classrooms. Our English teacher delivers small group instruction on writing skills. Teachers will conduct an evaluative assessment to determine the individual strengths and weaknesses of each student. Students reaching proficiency on the NYSESLAT will continue to receive instruction in the ELA classes. We continue to build our classroom libraries to offer our students a wide variety of leveled reading materials in core subject areas as well as class sets of dictionaries in English and the native languages of our ELL population.

10. This school year, we will be introducing the Digital Literacy Program which is designed to develop the students' literacy skills in technology. The school has introduced the At Home In College Program in the English and Mathematics classes to prepare our students for the CUNY writing and Mathematics entrance examinations. We are also offering the College Now program to give our students the opportunity for early college entrance. All students including our ELL population who have attained a level of proficiency in their English and Mathematic Regents examinations will be allowed to participate in the classes. The school continues to research reading intervention programs that are designed to deliver differentiated instruction to ELLs. We will continue to offer classes that will enrich the academic classes that our ELLs attend.

11. At this time we do not plan to discontinue any programs or services. All programs/services for ELLs are still intact.

12. Parents are sent letters advising them of the opportunities we are providing our students for after school academic support that is targeted to meet their individual needs. We offer our students an after school instructional program that is aligned with state standards; in doing so, we have restructured our school day to include a mandated extended-day program in addition to our PM-School. Every student is given the opportunity to receive tutoring in the core academic classes as well as focused instructions to prepare them for the Regents examinations. Our ELLs are included in these programs which allow all students to continue to receive additional academic support in all core academic classes. These programs as well as our core curriculum classes focus on overall literacy skill development. Resources, instruction and

assessment are leveled and differentiated. Our school affords all ELL students the following programs:

- > Extended Day program after school tutoring
- > Achieve 3000 program.
- > Saturday Academy

13. All students, including our ELL population, will be offered a Digital Literacy class to support their knowledge of technology and their understanding and usage of the Digital language in order to enable them with the skills necessary for them to become literate in the language.

14. The instructional materials used to support ELL are based on a wide variety of resources that are designed to address the needs of the students. The student's native language skills are being used to drive instruction. In their ELA classes, the ELL students have the opportunity to practice the literacy skills they have acquired in their native language, hence, transferring those skills over to the target language.

15. The ELL student is receiving the required support and resources in correspondence with the students age and grade level. The ELL students receive instruction in a differentiated, heterogeneous learning classroom setting. The students have the opportunity to work with their peers, some of whom are at the same or higher level as the ELL students. Based on the progress of the ELL student, he/she is afforded the opportunity to participate in our Creative Writing and Exploring the Novel classes.

16. When families enrolled their children at the Bronx Community High School, they were told that the school did not offer a formal ESL program. The school is now able to provide formal ESL instruction. We have given our families the home language survey and none of our families have requested any other programs for their ELL students. Because the families have not made any requests for any other programs, through small group and individualized instruction we are addressing the needs of ELLs. We offer our ELLs instruction in ESL as well as our core academic program. Parents are asked to complete the Bilingual Education Student Information Survey (BESIS) and are informed of program choices. Parents are informed of the ESL educational services for students and their families. Oral and written translation is provided for those parents who only speak Spanish. Our core academic program is supported with parent requests to continue to offer their ELL students our core academic program. During our student intake process, the parents survey forms are given to the parents to complete and return at the end of the intake process. Our core academic program is offered in response to parent requests to continue to offer the ELL students our core academic program. Parents are asked to complete the Bilingual Education Student Information Survey (BESIS) and are informed of program choices. The parents of the nine students have requested the current program that is in place at our school. The program model offered at our school is aligned with parent requests.

17. The Bronx Community High School offers elective classes in the English Language Arts classes, but there are no other language electives offered in any other subject area.

### 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.

1. We have afforded every staff member the opportunity to receive professional development that provides meaningful training to ensure academic success. We plan to implement programs reflective of the diversity in the staff, students and parents. Our professional development team currently works together to develop meaningful workshops that are differentiated for our new and more experienced teachers. The focus is to train and prepare our newest teachers to become proficient in their content areas, and provide support in developing effective classroom management skills. For our experienced teachers, it is to engage students at their level and move them to achieving their maximum potential. Currently, our staff is receiving professional development every Tuesday and one Monday per month at the Bronx Community High School. They are also receiving professional development throughout the school from our New Visions support team and our AUSSIE Consultants. Teachers are receiving ongoing formal and mini-observations from the administration to provide support for their instructional program. The ELL teacher is also receiving support through the professional development programs and webinars being offered from our team ELL support team.

The following are professional development coaching sessions for our teachers in the following areas

1. Danielson Framework for Effective Teaching Practices
2. Common Core Learning Standards
3. Questioning
4. Assessment
5. Differentiation Instruction
6. Looking at Student Work
7. Performance based assessment
8. Reading and writing in the content areas
9. Integrating technology in the classroom
10. Using Data to Inform Instruction

2. To improve literacy development throughout the entire school community, we provide professional development to our staff to develop an instructional program tailored to meet the needs of the English Language Learners, students with learning disabilities and students who are in need of differentiated instruction. All teachers attend professional development workshops to improve their ability to deliver instruction to ELLs and other struggling readers that attend BCHS.

Teachers will visit other programs that are successfully implementing programs for small populations of ELLs. Our program requires our students to demonstrate proficiency in the core academic classes. We have regularly scheduled departmental meetings; sharing of lesson plans and teaching strategies; intra-school pairing of new and experienced teachers; standardizing of teaching models; team-teaching where both teachers plan their curriculum together, and one teacher instructs while the other offers individual help to students. As a means of building capacity throughout the building, we have developed teams of teachers from each discipline to represent each department.

3. At this time one of our resource room teacher is participating in an ESL graduate school program.

### E. Parental Involvement

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

1. Parents attend PTA and SLT meetings where they are afforded a voice in the decision making process of our schoolwide activities.
2. Our school has a partnership with the Good Shepherds program who will assist us with providing workshop for our ELL parents.
3. Our parents will be given a survey that will afford them the opportunity to discuss their needs.
4. Our school will provide workshops and other activities to address the varied needs of our parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

During our student intake process, the ELLs are administered the CBT to determine their placement. All students must score on the sixth grade level. Students scoring below the sixth grade level are not admitted. The Gates McGinitie baseline reading test and the Achieve 3000 assessment are administered upon enrollment. Students who have not scored on grade level, are required to participate in the Achieve 3000 program which provides instruction that is differentiated to meet the varied needs all students. the program provides strategies that enable the students to develop the vocabulary and comprehension skills.

- The Nyseslat data reveals the following data about the nine ELL students that were assessed:
  - Four of the thirteen students passed the NYSESLAT.
  - Five of the thirteen students are advanced.

- C. One of the students is at the intermediate level.
  - D. Three of the thirteen students will need additional support.
3. Patterns across NYSESLAT modalities are used to inform our instructional practice.
4. A. Our ELLs are faring the same as or better than other students at our school.
- B. The results are being used to differentiate instruction and provide the necessary resources to accommodate the varied needs of each student.
- C. The periodic assessment reveals that our students must continue to receive additional literacy support across content areas. Students are encouraged to build upon the their language as they strive to become proficient in the target language.
6. At Present, our school does not have an ELL program; however, our students are receiving support that is tailored to meet their needs their ELA class and additional support from one of our staff members who is currently receiving training in ESL methodology. As a team we use our data to evaluate our inform our instructional practice as we continue to provide targeted instruction to meet the varied needs of the ELL students. We also use the data to track our students' progress for advanced as well as college level programs, but most importantly for their progress towards achieving proficieny in all classes, passing all assessments and achieving scores of 65% and above on all Regents examinations, attaining high school graduation and ultimately transition into a college or university of their choice.

**Additional Information**

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

**Part VI: LAP Assurances**

<b>School Name: X377</b>		<b>School DBN: 08X377</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Flora Greenaway	Principal		1/1/01
Francis Rollins	Assistant Principal		1/1/01
Lorraine Gil	Parent Coordinator		1/1/01
Christine Rivera	ESL Teacher		1/1/01
Fromena Washington	Parent		1/1/01
Kwame Baird	Teacher/Subject Area		1/1/01
Jasmine Ortiz	Teacher/Subject Area		1/1/01

School Name: <u>X377</u>		School DBN: <u>08X377</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
AUSSIE	Coach		1/1/01
AUSSIE	Coach		1/1/01
Daniel McPartland	Guidance Counselor		1/1/01
Barbara Gambino	Network Leader		1/1/01
Nancy Nulman	Other <u>LDF</u>		1/1/01
Kristie Keener	Other <u>Lead Teacher</u>		1/1/01
Sheila James	Other <u>Teacher/Subject Area</u>		1/1/01
Donna Reid	Other <u>Testing Coordinator</u>		1/1/01

### LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 08X377 School Name: Bronx Community High School

Cluster: 5 Network: 562

**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.

The parents are invited to an intake process and later to an orientation meeting in which all three programs will be explored. At that meeting, the parents are given the opportunity to discuss the programs, ask clarifying questions to enable them to gain an understanding of the programs (Transitional Bilingual, Dual Language, Freestanding ESL) Parents are asked to complete the Bilingual Education Student Information Survey (BESIS) and are informed of program choices. Parents also complete the blue emergency cards which provides additional information regarding the home language. Parents are informed of the ESL educational services for students and their families. Oral and written translation is provided for those parents who only speak Spanish. Parents are asked to complete the Bilingual Education Student Information Survey. Based on the survey, many of our parents speak both English and

Spanish. At this time, the only identified need is for the translation of English to Spanish.

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.

Currently, the Bronx Community High School student population is comprised of two hundred students. One hundred twenty of these students are of Hispanic heritage; therefore, we provide written translation and oral interpretation needs in English and Spanish for our parents. During our professional development for the staff, teachers were advised of the written translation and oral interpretation needs available as well as the language needs of students and parents.

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

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

The Bronx Community High School provide written translation and oral interpretation services to meet the needs of our parents who communicate in Spanish only. The Bronx Community High School maintains an appropriate and current record of the primary language of each parent. Whenever the school communicates with the parents, the mail is translated in the native language of the parents. Due to the fact that the fact that the predominance of parents whose native language is Spanish, communication with the parents are routinely translated into Spanish. Additionally, we routinely screen ESL documentation to determine if other translation and interpretation services are needed.

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.

The Bronx Community High School will provide oral interpretation services based on the information that is recorded at the school. Oral interpretation services are provided by our school staff, whenever possible. If needed translators are unavailable within our school community we will utilize the DoE Translation Service Unit. We will continue to access the written translation and oral interpretation needs of our parents to determine if the school is required to offer other written translation and oral interpretation services in other languages.

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>.

During our parent orientation, parents are informed of the services that are provided them, which include written translation and oral interpretation services in the primary language of the parents. Thereafter, the parents receive the written and oral communication in both English as well as the parent's native language.