



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX BRIDGES HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X432

PRINCIPAL: PABLO VILLAVICENCIO EMAIL: PVILLAVICENCIO@BRONXBRIDGES.ORG

SUPERINTENDENT: ELENA PAPALIBERIOS

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
Pablo Villavicencio	*Principal or Designee	
Jason Locke	*UFT Chapter Leader or Designee	
Gladys Encarnacion	*PA/PTA President or Designated Co-President	
Rachael Horowitz	DC 37 Representative, if applicable	
Esmerlin Valerio	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Bachira Alidou	Member/Student	
Michelle Linke	Member/Teacher	
Rosa Iris Reyes	Member/Parent	
Yselia Santos	Member/Parent	
Hannah Miller	Member/Staff	
	Member/	
	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.

ANNUAL GOAL #1 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 #1

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

Principal and instructional support staff will conduct at least six observations (formal and informal) for each teacher using the Danielson framework to provide meaningful feedback. Improve teacher effectiveness by defining and developing a shared understanding of instructional excellence.

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.
 - Our rationale is to improve teacher effectiveness by defining and developing a shared understanding of instructional excellence. We are a new school in the beginning of its second year. Although we had a successful first year in regards to credit accumulation and promotion rates, our success will be based on teacher effectiveness. Our goal is consistent with DOE priorities and best practices that will have impact on performance of student in relation to State academic and student achievement standards.

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.
 - 2 PD sessions (at beginning of year and mid-year) on Danielson rubric and observations and feedback structure (including Teacher Compass).
 - Teachers engage in initial reflection and self-assessment based on the Danielson framework
 - Observation schedules will be based on our six-week interim assessment calendar. Teachers will be observed 1 time every six-week interim assessment period.
 - After each observation, teachers engage in reflection and self-assessment based on the Danielson framework
 - Based on observation, feedback, and reflection, teacher will select two components and respective action steps to implement in practice and improve instruction every six weeks.

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.
 - Provide assistance to parents in understanding the framework for instructional excellence.

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 become highly qualified, in order to achieve this goal.
 - As a new school, our SLT selected each teacher, ensuring that all teachers are highly qualified as defined by NCLB. We will use the same selection and hiring process this upcoming year to ensure that is maintained.
 - All teachers receive weekly professional development on pedagogy and youth development.

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.
 - State and federal funds are being used to support the implementation of the Danielson framework that will develop an understanding of best instructional excellence.

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.
 - Title I funds have been used to hire highly qualified teachers to engage in the work of developing an understanding of instructional excellence.
 - Title III funds have been used to hire highly qualified teachers to engage in the work of developing an understanding of instructional excellence.

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.
 - 80% of students will engage in performance based tasks aligned to the Common Core Standard addressing their ability to use evidence to support arguments across subject areas and grades.

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.
 - We are a school that is focused on ELL students who have not demonstrated proficiency in English. After a carefully analysis of 8th grade ELA State Exams and in-house diagnostics and assessments, we identified this common core standard that would impact our student's success on state achievement standards. Students will show progress in using evidence to support arguments, a skill necessary in the NYS English Exam. This is also consistent with DOE academic policy.

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.
 - Teachers in all subject areas (i.e. English, Math, Social Studies, Science and Electives) will develop Common Core aligned units that incorporate opportunities for students to conduct research and use supporting evidence.
 - Teachers in all subject areas will design performance based tasks aligned to the Common Core standards and gather data around student performance.
 - Students will complete at least two performance based tasks (one in the Fall and one in the Spring).
 - Teachers will meet weekly in department teams to assess student work, assess student assessments, disaggregate student data, and design curriculum maps and unit plans to support students in the identified area.

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.
 - 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;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;

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 become highly qualified, in order to achieve this goal.
 - As a new school, our SLT selected each teacher, ensuring that all teachers are highly qualified as defined by NCLB. We will use the same selection and

hiring process this upcoming year to ensure that is maintained.

- All teachers receive weekly professional development on how unit and lesson planning. PD is offered in-house and through Research for Better Teaching.

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.
 - State and federal funds are being used to support the implementation of the Danielson framework that will develop an understanding of best instructional excellence.

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.
 - Title I funds have been used to hire highly qualified teachers to engage in the work of developing an understanding of instructional excellence and PS for teachers to work with colleagues and instructional support staff to meet this goal.
 - Title III funds have been used to hire highly qualified teachers to engage in the work of developing an understanding of instructional excellence.

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.
 - The number of students achieving a score of 65% or better on the Integrated Algebra Regents exam will increase by 4% from 73.9% to 78% by June 2012.

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 NYS Integrated Algebra Regents is not only a barrier for many ELLs to graduate high school, it is essential for college-readiness. In addition to in-house diagnostics, math teachers and administrators use state exams to determine how best to meet the needs of students and prepare them to score a proficient or above in math at the end of their first year. Last year 73.9% of students passed the Regents exam. In addition to continuing best practices from last year, we are also targeting the 26% of our students who did not succeed with small group tutoring.

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.
- The Math department will review the alignment of literacy skills and related assessments across grades so students are learning at grade appropriate levels and are progressing each year.
- Math department will meet at least 3 times a week to common unit and lesson planning, creating common assessments that are aligned to CCLS.
- The Math department (including ELL and Special Education teachers) will be provided with professional development on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.
- The Math department will use Item Analysis data to predict student progress towards the school-wide goal and make adjustments to the action plan as necessary.
- Department meetings time will be used to analyze data to determine how to meet student math skills

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.
 - 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;

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 become highly qualified, in order to achieve this goal.
 - As a new school, our SLT selected each teacher, ensuring that all teachers are highly qualified as defined by NCLB. We will use the same selection and hiring process this upcoming year to ensure that is maintained. All math teachers meet the criteria.
 - All math teachers receive weekly professional development on how unit and lesson planning. PD is offered in-house and through Research for Better Teaching.

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.
 - State and federal funds are being used to support the implementation of the Danielson framework that will develop an understanding of best instructional excellence in math classes.
 - Students are in afterschool programs funded by programs supported under NCLB that target math skill development.

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.
 - Title I funds have been used to hire highly qualified teachers to engage in the work of developing an understanding of instructional excellence and PS for teachers to work with colleagues and instructional support staff to meet this goal.
 - Title III funds have been used to hire highly qualified teachers to engage in the work of developing an understanding of instructional excellence.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	75	75	8	8	36	0	36	0
10	74	74	8	8	36	0	36	0
11								
12								

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.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Guided Reading Groups (A-Z, Fontes and Pinnell) • Great Leaps • One-on-One tutoring • During the school day (5th period) • English Language Institute after school (M, T, R, F) and bi-monthly.
Mathematics	<ul style="list-style-type: none"> • Small Group Tutoring • Math Basic Tutorials • Math Basics Small Group Instruction • During the school day (5th period) • After-school (M, T, R, F)
Science	<ul style="list-style-type: none"> • Small Group Tutoring • During the school day (5th period)
Social Studies	<ul style="list-style-type: none"> • Small Group Tutoring • During the school day (5th period)
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Academic Counseling • One-on-One Counseling and Advisory • In school day and as part of
At-risk Services provided by the School Psychologist	N/A (small school with no access to school psychologists)
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Small Group Counseling • One-on-One Counseling • In School Day

At-risk Health-related Services	N/A
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**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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**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 06/	District 08	Borough Bronx	School Number 432
School Name Bronx Bridges High School			

B. Language Allocation Policy Team Composition

Principal Pablo Villavicencio	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Michelle Linke	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Norma Velnzuela
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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

D. School Demographics

Total number of students in school	154	Total Number of ELLs	117	ELLs as share of total student population (%)	75.97%
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Part II: ELL Identification Process

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

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

ELL IDENTIFICATION PROCESS

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										1	1			2
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2			4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	3	3	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	5
SIFE	42	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	16

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	81	30		15	5		16	2		112

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
81	30	0	15	5	0	16	2	0	112	
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										25	24			49
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										1	1			2
TOTAL	0	28	26	0	0	54								

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	24			48
Chinese														0
Russian														0
Bengali										1	2			3
Urdu														0
Arabic										1				1
Haitian														0
French										5	4			9
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										2	1			3
TOTAL	0	34	31	0	0	65								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

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

We are a new school that opened in September 2010. Our student population consists of seventy-eight (154) students who range from newcomers to this country to students who are LTE or former ELLs. 54 students receive bilingual education and ESL/ELA instruction and 63 students receive ESL/ELA instruction with language support in the Spanish or French language. Each class program consists of ten weekly blocks of 96-minute ESL/ELA instruction. In addition, all other subjects met in 48-minute blocks five or seven times a week. All ESL teachers are NYS-certified and all content area teachers are certified in the area in which they are teaching. Physical education, art, drama and additional mathematics and literacy support are provided as a part of an extended day program, often integrated within the student's program.

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

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

- Bilingual classes for Spanish speaking ELL. Each bilingual class has approximately 22 students.
- An interdisciplinary humanities curriculum that integrates history, the arts, NLA, ELA/ESL and technology
- Native Language and English language usage is aligned with New York State's Language Allocation Policy
- Native Language and ESL instruction is fully aligned with State Education Department (SED) NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach
- ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R OR NYSESLAT) and is consistent with CR Part 154 requirements

A. Programming and Scheduling Information

- Academic content is fully aligned with CR Part 100 standards
- All classes use the Workshop Model and incorporated technology as a learning tool
- ESL instruction is provided by fully certified ESL teachers
- Extended day program that includes: credit bearing courses, ESL classes, tutoring in all subjects, physical education, clubs and peer tutoring homework.
- Some students also participate in mentoring and internship programs
- All students receive extended day support serviceste response to questions 1-4 here

We currently have 5 ELL students with disabilities. These students are integrated in the regular classroom and participate in small and whole group instruction that is targeted to their language and learning needs. All teachers have access to IEPs and also receive guidance in implementing the mandated supports for each student based on their IEP.

Courses Taught in Languages Other than English ⓘ

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	Spanish		Native Language Arts	French
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

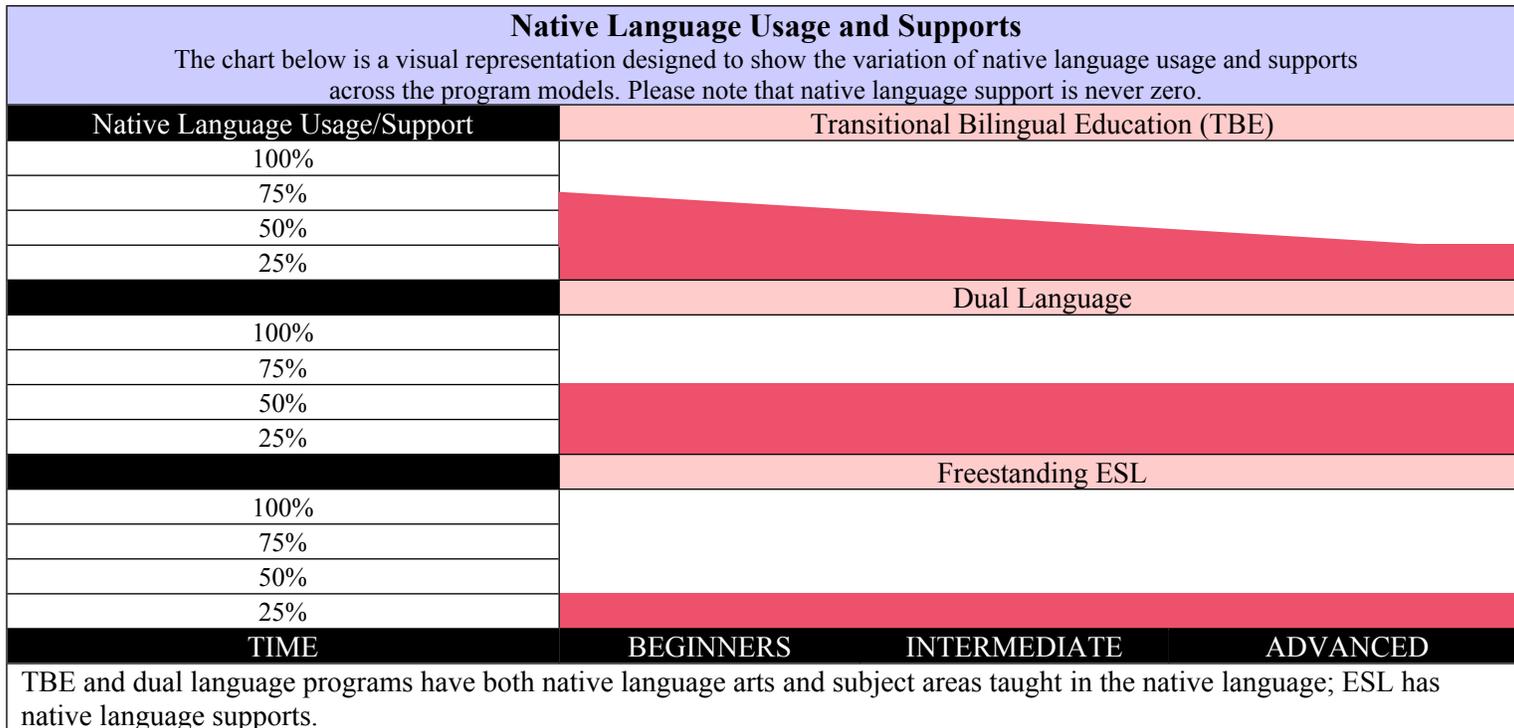
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



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?

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

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- All students receive extended day support services

New Student Orientation:

New students participate in an orientation during the first two days of school. During this program they participate in mini seminars geared towards helping them become acquainted with each other and their teachers. Lessons are implemented to teach procedures, routines, and

B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										32	17			49
Intermediate(I)										15	21			36
Advanced (A)										7	10			17
Total	0	0	0	0	0	0	0	0	0	54	48	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										25	11		
	I										20	20		
	A										8	7		
	P										11	13		
READING/ WRITING	B										40	14		
	I										16	23		
	A										7	14		
	P										3	1		

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0

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

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

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

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

Diagnostic Level SIFE LTELLs
 Reading Records Below 2nd Grade Reading Level in English 51% (60/117)

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

Additional Information

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

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	46	23		
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X432 **School Name:** Bronx Bridges High School

Cluster: 6, Jose Ruiz **Network:** 603

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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered

languages, or most prominent covered languages, indicating the availability of interpretation services.
Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

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

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

This is addressed in the campus-wide safety plan.

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

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

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

This is handled by another NYCDOE entity.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bronx Bridges High School	DBN: 08X432
Cluster Leader: Jose Ruiz	Network Leader:
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

Various team members of our school agree that we needed solutions that could be used in the classroom (as centers), in small group instruction (during our modules), and in afterschool/Saturday programming given that we needed more instructional time with our students. We also agreed that we needed support in the following areas to address the needs of our students:

1. A solution that allowed teachers to differentiate math instruction given the wide range of content level proficiency and range of math skills competencies. The solution would ideally be web-based so students and parents could access the support from anywhere (providing no excuses if the student was absent) and have support in either Spanish or French. Additionally, the solution would also be one that would allow us to support parents in supporting their students in math given the low level of Algebra knowledge expressed.

2. A solution that allowed teachers to differentiate reading instruction based on the wide-range of reading levels and the majority of our ELL students being below a 2nd grade reading level when they first enter our school. Even with smaller, leveled ESL classes, it is difficult to provide additional English phonics support given the number of students in need of this intervention. Title III funds are used to purchase reading texts for supplemental programs that are held afterschool and during Saturday.

Program Structure:

Afterschool Program

Days: M, T, T, F

Times: 3:40-5:40 PM

Student:Teacher Ratio: 8:1

Part B: Direct Instruction Supplemental Program Information

LOI: English and Spanish

Programs Structure:

ELA: System 44, Guided Reading, Achieve 3000

Math: Small Group Tutoring, Apangea Learning

1 math group and 2 ESL/ELA groups. Students rotate twice during session

Saturday Program

Days: Saturday

Times: 8:30 am to 12:30 pm

Student: Teacher Ratio: 8:1

LOI: English and Spanish

Program Structure:

ELA: System 44, Guided Reading, Achieve 3000,

Math: Small Group Instruction, Apangea LearnING

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

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

We are also awaiting to hear from SIFE grant to determine if we will receive more PD from Dr. Margarita

Part C: Professional Development

Calderon using the EXC-CELL program for vocabulary.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

1. Parents are heavily involved through the PTA- Parent Teacher Association. Parents are receiving English Classes themselves through Saturday Academy and we are exploring programs to address the social and emotional needs of our families.

2. Yes, we are currently partnered with Good Shepherd Services and a total of 20% of our families are referred to them.

3. We provide surveys in our student in-take and via the phone and through the PTA.

4. Workshops, parent meetings, language classes, and constant Family Group Advisor communication ensure that we are meeting the needs of our families.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		