



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX REGIONAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12x480

PRINCIPAL: COLIN THOMAS **EMAIL:** CTHOMAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
Colin Thomas	*Principal or Designee	
Orlando Del Villar	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	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.

<p>Annual Goal #1</p> <p>By June 2012, 80% of the English and mathematics curriculum maps will be aligned with the Common Core State Standards.</p>
<p>Comprehensive needs assessment</p> <p>In order to properly align our teaching practices and curricula with the Common Core 2014-2015 deadline, we are currently working to make sure all students are college and career ready by graduation.</p> <p>We will aligning the curriculum maps to meet the identified college and career readiness standards. Based on these performance tasks each department will create assessments to measure student progress. These assessments will be used to determine student growth. Teachers will analyze data which will be shared within departments, and with administrators and parents. This data will determine next steps in terms of students support</p> <p>In the early fall, all students will start the college process by taking a learning inventory, completing a career matchmaker inventory, and creating their profile on Career Cruiser. We will use Knowledge for College Day in November to further help our students understand the steps required to be college and career ready. This year we are committed to making sure our students are informed with different types of information. The college to work transition will be supported by many members of the school community.</p>
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: <p>We will use inquiry teams to better assess the needs of our students. The teacher teams will use ARIS and Intervistiation to see how students are performing in different academic settings. The UFT Teacher Center Coordinator will assist teachers as they align lessons, units, and curriculum maps to the Common Core expectations. CFN 108 has assigned Achievement Coaches to assist teachers in all instructional areas. In fact, we have teachers attending monthly meetings to address the areas that require the most attention. We will use research based protocols to look at student work and align cycle</p>

examinations.

This year we adjusted the bell schedule to allow a broader range of options and one of them is ongoing professional development. The creation of zero period (8:20 – 9:02) allows departments to meet at least three times per week. These sessions will allow student work to become the primary focus and teachers will devise ways to help students with similar academic issues.

Students will be responsible for building on the college readiness work we start at school. They will create career cruising profiles and will participate in Knowledge for College Day. Juniors and Seniors will be encouraged to attend two and four year CUNY college tours and Seniors will attend the spring college tour to Historically Black Colleges and Universities.

We hope these efforts will allow us to exceed the 17.8% college enrollment rate identified in the 2010-2011 Progress Report.

Strategies to increase parental involvement

All incoming parents attend our initial orientation session. At this meeting our expectations were clearly articulated and they agreed to take the steps to make the academic outcomes at our school more positive than the last. They promised to attend Open School Evening and Afternoon in the fall and spring.

The parents of incoming students are aware that a team approach leads to graduation. We use the Title 1 monies allocated to improve parental participation. In addition, we set \$300 aside for parents and staff prepared to work on the School Leadership Team.

All parents are provided a copy of our Parent Involvement Policy and School Parent Involvement Policy. In addition, all new parents respond to the Parent Report Card which is a survey. We use this survey as a reference point if students are not performing as agreed during the school year.

Strategies for attracting Highly Qualified Teachers (HQT)

All teacher vacancies are posted during the official open hire period. We know that only teachers in good standing are allowed to transfer from their previous school using this system. Once a candidate has posted their resume we establish criteria and review the credentials. During the spring and summer the candidates are interviewed and finally selected. In case a vacancy opens during the regular school

year, we reach out the the person in charge of Human Resources at the Network office for assistance.

In addition, our current teachers are expected to participate in various professional development opportunities. They are encouraged to attend in house, local, regional, and national professional development sessions.

Staff members play a role in the hiring process. This summer teacher candidates performed demonstration lesson for the staff. After the lessons the staff we able to share their insight and this helped to bring a new teacher to the school. We will continue to use the expertise of the staff to make sure we hire teachers that are able to connect with our students.

Service and program coordination

We are a Title I School-Wide Program and co-mingle the funding sources allocated to the school annually. Our primary focus is to make sure the needs of all students are met as we carefully spend each dollar.

As a transfer school many of our students are a few years behind and are eager to graduate. We use our PM school program to allow students to earn additional credit and to properly prepare for Regents examinations they may have failed.

Attendance is always a priority and the Attendance Team is allocated monies to improve attendance. The incentives (movie tickets, McDonald's vouchers, cameras and I-pods) help some students to stay on task.

Our local and regional college tours are allocated monies to make sure our students understand the steps they need to take to get into a school and to have success.

As a SINI school our parents and students have access to SES (Supplemental Educational Services). These programs offer tutoring, computer and credit recovery assistance. We invite representative to meet with parents during Open School Week and they are also invited to Parents Association and School Leadership Team meetings.

Budget and resources alignment

As a Title 1 School-Wide Program we have the flexibility afforded to us to meet the needs of all student groups. Our parents are aware of this designation and support our efforts.

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

By January 2012 and June 2012, students will increase the number of credits earned each marking period. We expect our students to surpass the number of points earned in the (33.01 – 38.00) from .64 to .85 or higher and we expect our students to surpass the number of points earned in the (22.01 – 33.00) category from 3.39 to 3.80 or higher.

Comprehensive needs assessment

The 2010 -2011 Progress Report shows students struggled with credit accumulation. We believe this shortcoming will be addressed if teachers work together to create examinations. In fact teachers with the same class will make sure their classes, instruction and assessments are aligned. In fact at the close of the cycle teachers will meet to review and create common assessments to be used at the close of the marking period.

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:

We will use inquiry teams to better assess the needs of our students. The teams will use ARIS and Intervistiation to see how students are performing in different academic settings. The UFT Teacher Center Coordinator will assist teachers as they align lessons\units and curriculum maps to the Common Core expectations. CFN 108 has assigned Achievement Coaches to assist teachers in all instructional areas. In fact, we have teachers attending monthly meetings to address the areas that require the most attention. We will use research based protocols to look at student work and align cycle examinations.

This year we adjusted the bell schedule to allow a broader range of options and one of them is ongoing professional development. The creation of zero period (8:20 – 9:02) allows departments to meet at least three times per week. These sessions will allow student work to become the primary focus and teachers will devise ways to help students with similar academic issues.

Students will be responsible for building on the college readiness work we start at school. They will create career cruising profiles and will participate in Knowledge for College Day. Juniors and Seniors will be encouraged to attend two and four year CUNY college tours and Seniors will attend the spring college tour to Historically Black Colleges and Universities.

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All parents are provided a copy of our Parent Involvement Policy and School Parent Involvement Policy. In addition, all new parents respond to the Parent Report Card which is a survey. We use this survey as a reference point if students are not performing as agreed during the school year.

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All teacher vacancies are posted during the official open hire period. We know that only teachers in good standing are allowed to transfer from their previous school using this system. Once a candidate has posted their resume we establish criteria and review the credentials. During the spring and summer the candidates are interviewed and finally selected. In case a vacancy opens during the regular school year, we reach out the person in charge of Human Resources at the Network office for assistance.

In addition, our current teachers are expected to participate in various professional development opportunities. They are encouraged to attend in house, local, regional and national professional development sessions.

Staff members play a role in the hiring process. This summer teacher candidates performed demonstration lesson for the staff. After the lessons the staff was able to share their insight and this helped to bring a new teacher to the school. We will continue to use the expertise of the staff to make sure we hire teachers that are able to connect with our students.

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Service and program coordination

We are a Title I School-Wide Program and co-mingle the funding sources allocated to the school annually. Our primary focus is to make sure the needs of all students are met as we carefully spend each dollar.

As a transfer school many of our students are a few years behind and are eager to graduate. We use our PM school program to allow students to earn additional credit and to properly prepare for Regents examinations they may have failed.

Attendance is always a priority and the Attendance Team is allocated monies to improve attendance. The incentives (movie tickets, McDonald's vouchers, cameras and I-pods) help some students to stay on task.

Our local and regional college tours are allocated monies to make sure our students understand the steps they need to take to get into a school and to have success.

As a SINI school our parents and students have access to SES (Supplemental Educational Services). These programs offer tutoring, computer and credit recovery assistance. We invite representative to meet with parents during Open School Week and they are also invited to Parents Association and School Leadership Team meetings.

Budget and resources alignment

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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 By June 2012, we will increase the pass rate of the Living Environment Regents by 5%. Last year it was 37.1% and we will reach or exceed 42.1%.
Comprehensive needs assessment The student progress section of the 2010-2011 Progress Report clearly shows the Science Department lags behind the other departments in points earned. In order to help students in this area we will provide additional support to the Science Department. We have set a target of 2.50 points out of a possible 4.00 in this section of the Progress Report.
Instructional strategies/activities The curricula will be aligned by the teachers in the department and cycle tests will be the same. The teacher teams will plan together three days per week. The team will review ARIS to get a better understanding of the academic history of the students taking Living Environment. A member of the Science Department will visit a Transfer school with a Science Department that has earned a grade of A. All students will have to take the science lab at Bronx Regional in order to take the Living Environment Regents in January and June. The UFT Teacher Center Coordinator will work with this department weekly. In addition, the Network Achievement Coach is assigned to work with one of the teachers throughout the year. All eligible students will be encouraged to attend Regents preparation classes in the fall and spring.
Strategies to increase parental involvement All incoming parents attend our initial orientation session. At this meeting our expectations were clearly articulated and they agreed to take the steps to make the academic outcomes at our school more positive than the last. They promised to attend Open School Evening and Afternoon in the fall and spring. The parents of incoming students are aware that a team approach leads to graduation. We use the Title 1 monies allocated to improve parental participation. In addition, we set \$300 aside for parents

and staff prepared to work on the School Leadership Team.

All parents are provided a copy of our Parent Involvement Policy and School Parent Involvement Policy. In addition, all new parents respond to the Parent Report Card which is a survey. We use this survey as a reference point if students are not performing as agreed during the school year.

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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 By June 2012, all teachers will receive documented feedback in various forms including formal and informal observations from the Principal, Assistant Principal, peer intervisitation, feedback from the network achievement coach and UFT Teacher Center coordinator. Each teacher will be visited a minimum of six times per semester. Verbal feedback will be received within 2 - 3 days of the observation and written feedback within 5 -7 days of the observation.
Comprehensive needs assessment As per the Quality Review, prompt and specific feedback allows instructional changes to be made that will positively affect student outcomes. As a result, teachers will receive timely feedback in order to modify their instructional approach. This feedback will allow teachers to help their students develop the skills they need to move forward.
Instructional strategies/activities Teachers will have one to one case conferencing with the Principal, Assistant Principal, UFT Teacher Center Coordinator and the Achievement Coach. The feedback from these sessions will be captured from formal and informal observations. The teachers will see demonstration lessons and will be directed to ARIS for online classes in the area identified in need of improvement. The teachers will be encouraged to attend assorted in-house, local, regional and national professional development opportunities
Strategies to increase parental involvement All incoming parents attend our initial orientation session. At this meeting our expectations were clearly articulated and they agreed to take the steps to make the academic outcomes at our school more positive than the last. They promised to attend Open School Evening and Afternoon in the fall and spring. The parents of incoming students are aware that a team approach leads to graduation. We use the

Title 1 monies allocated to improve parental participation. In addition, we set \$300 aside for parents and staff prepared to work on the School Leadership Team.

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Budget and resources alignment

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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	# 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								
10-12	Students in double period English classes including special needs and ELL: 160	Students in double period Mathematics classes including special needs and ELL 150	Students in double period science classes including special needs and ELL 160	Students in social studies classes including special needs and ELL 160	340	42	340	120

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
<p>ELA</p>	<p>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>
<p>Mathematics</p>	<p>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>
<p>Science</p>	<p>We have designed a PM school program that addresses many of the gaps in our students’ learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>

<p>Social Studies</p>	<p>We have designed a PM school program that addresses many of the gaps in our students' learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>We have three guidance counselors because the needs of our students are a priority. Each guidance counselor is available during the day. However, our students are aware that they can speak with their counselor after school on a daily basis until 3:45 p.m. The additional thirty-five minutes after school per day allows concerns about credits, graduation and other issues to be addressed.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>A school Psychologist is assigned to the school on a part-time basis and works closely with the Special Education Department.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The Social Worker supervises three interns and they function as co-leaders in Family Group classes. The interns have a caseload and provide services to students in their family group and to any students in need at BRHS. All interns report to the Social Worker weekly. During these sessions the needs of students are addressed and ways to make improvements in their classes are devised.</p>
<p>At-risk Health-related Services</p>	<p>The school collaborates with Montefiore Hospital. We have a medical team that meets the needs of all students that opt to sign up for services. Medical, mental and dental needs are addressed in a confidential environment.</p>

**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:

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

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

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

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

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

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

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

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

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

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

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

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

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

We will use a same process as indicated above to devise the School Parent Involvement Plan.

SCHOOL-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.

School Responsibilities

Bronx Regional High School will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

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

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

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

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

As a cycle based school we send eight report cards home per year. The report cards are mailed home, but we strongly encourage parents to visit

the school to pick up two of the eight report cards. This is done to make sure parents have an opportunity to visit the school in the fall and spring.

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

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

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

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

Parent Responsibilities

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

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12x480 **School Name:** Bronx Regional High School

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: X Restructuring year 2

Category: X Comprehensive

Intervention: X N/A

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.

Bronx Regional High School was identified as a Corrective Action year 2 school. As a transfer school the majority of our students have not performed well academically or socially before arriving at our school. The average age is 17 -18 and students enter with 15 or more credits. The average student has not passed the English or mathematics Regents and we do not rush them to take these examinations.

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

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

English

Strategic Objectives:

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

We will expose students to various writing strategies to make sure they are able to develop a well written essay.

We would like our students to achieve an overall 75% pass rate on the English Regents.

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

Mathematics

Strategic Objectives:

To help students understand the importance of applying mathematical skills to real life situations. Our goal is to regularly use interdisciplinary approaches in our classrooms, and to make mathematical connections to other disciplines.

We would like our students to achieve an overall 75% pass rate in Algebra Regents.

To achieve our objective we will use the following strategies:

- Dissect problems that reflect the use of mathematics in real life situations.
- Using group work in classroom to explore mathematical ideas.
- Analyze student work using rubrics.

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

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

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

Staff development takes place weekly in Departments. We use zero period to allow teachers to work together to devise ways to help our students. Our inquiry work allows us to see how to help all of our students. This work takes place two to three times per week depending on the needs of the respective department. All teachers are encouraged to look for PD opportunities locally, regionally and nationally.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school communicates with parents by mail in English and Spanish. We use the telephone to talk with parents weekly around a broad range of topics. We also invite parents to meet with us monthly during PA meetings.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Rello Anselmi, Corinne	District 12	School Number 480	School Name Bronx Regional H.S.
Principal Colin Thomas		Assistant Principal Modesta Rodriguez	
Coach Beverly Andrews (UFT TCC)		Coach	
Teacher/Subject Area Vanessa Paulino De Flanagan		Guidance Counselor Maria Mercado	
Teacher/Subject Area Vicky Jaramillo		Parent Paulette Brown	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other Roman Rosado	
Network Leader Sumita Kaufhold		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	353	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	8.78%
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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.
- 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 [\[see tool kit\]](#).)
 - 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.
 - 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.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

During the intake process, if the student and parent have limited english proficiency, the Assistant Principal incharge of admissions will assign a bilingual counselor, Maria Mercado or Maria Ramirez to interview them in spanish. Students identified as new comers to the New York City public education system are required to complete the HLIS. The counselor will assist the parent while filling the HLIS. Based on their response in the survey, the ESL teacher, Vanessa Flanagan de Paulino will administer the LAB-R. In addition, the spanish speaking students will also take the Spanish LAB exan within 10 days of admission in our school. The exam will be scored in house and the results will be delivered to the school's Borough Assessment Office. If a student does not score Proficient, the counselor will meet with the student and parent to discuss the results of the exam. At this point we explain the three instructional program models available for ELLs in the New York City public scools. Literature describing the Transitional Bilingual, Dual Language, and Freestanding ESL programs are distributed to parents. At this point, parents are notified that Bronx Regional High School only offers the Freestanding English as a Secong language program. If a parent choses the Freestanding ESL program, they are provided with the entitlement letter, Parent Survey and student Placement Form, and a describtion of our Freestanding ESL program. If necessary, these forms are made available in their native language. Signed forms will be kept in student's file. As a transfer school, we only have one ESL teacher on staff and are not able to provide a Dual Language or Transitional Bilingual programs. If a parent opts for any of these programs, they will be referred to a school that offers the program of their choice. Counselors program students and determine the number of ESL classes they should be registered for according to the ATS reports, such as the RLAT and RNMR, as per the CR Part 154 mandates. Each year, continued Entitlement letters are sent to parents and also kept in students' file. Students programmed in ESL classes are administered the NYSESLAT during the spring semester. Parents are notified by the ESL teacher during the Parent-Teacher Conference that takes place in the fall and spring. Attendance team members assigned to monitor students' attendance will also notify parents of NYSESLAT administration dates when they make outreach calls.

Part III: ELL Demographics

A. ELL Programs

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

Freestanding ESL														
Self-Contained											6	13	12	31
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	6	13	12	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	5
SIFE	6	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	15

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	1	0	6	4	1	15	1	4	31
Total	10	1	0	6	4	1	15	1	4	31

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	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	
	EL L	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: ____
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											5	13	10	28
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French											1		1	2
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other														0
TOTAL	0	7	13	11	31									

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Our ESL instruction is delivered in Pull-Out model. Students spend the majority of their day in all-English content instruction and are brought together for English-acquisition-focused instruction in heterogeneous ungraded classes. Students are scheduled for classes according to their NYSESLAT level. Beginners are programmed in three ESL classes, for a total of 630 minutes of ELL instruction per week. Students spend the remaining time receiving content area instruction in English. Intermediate students have two ESL classes, for a total of 420 minutes per week. Advanced students are programmed in one ESL class for a total of 210 minutes of ESL instruction per week, and 210 minutes of instruction in Language Arts class. ESL students receive content area instruction in English. The ESL teacher will have texts books in the appropriate content areas, translation dictionaries, and other resources to assist students in their content area work. The ESL teacher will also meet with the various departments to determine what ELLs are expected to learn in other classes and provide support in their native language. ESL classes are small, with no more than 15 students. This allows the teachers to provide more individual attention to meet students' needs and assist them in their native language. During our Professional development sessions, teachers are exposed to literacy strategies, (graphic organizers, vocabulary, reading tactics); instructional practices (Cooperative Learning and Differentiated Instruction); to enhance student's comprehension in the content area and enrich their language development. The SETTS teacher incorporates these strategies to further assist special needs ELL students. In the ELL classroom, instruction is differentiated by grouping students according to ability. Beginning students work on developing their phonemic awareness, subject-verb agreement, verb conjugation and vocabulary development. We use visuals, audio and materials that focus on introducing American culture and history. Students receiving ELL services for 4-6 years and more are also scheduled according to NYSESLAT testing levels. Our master program facilitates block periods for students taking the Integrated Algebra, ELA and Living Environment Regents exams. This block allows teachers to work with students one on one and create individualized plans for students in need. Those who are intermediate to advance work on a more academically challenging curriculum that focuses on advancing the student to a proficient level. These courses

continue to emphasize reading, writing, speaking and listening for academic and personal enrichment. The ELLs identified as having special needs receive all the allotted provisions assigned to them under their I.E.P., SETTS (resource room), and any other related services, if indicated in their I.E.P. The ESL teacher will meet regularly with SETTS teacher, who is also bilingual, to ensure ELL's needs are addressed. All ELL students are encouraged to get involved in academically and culturally enriching activities that are available to them both during and after school.

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

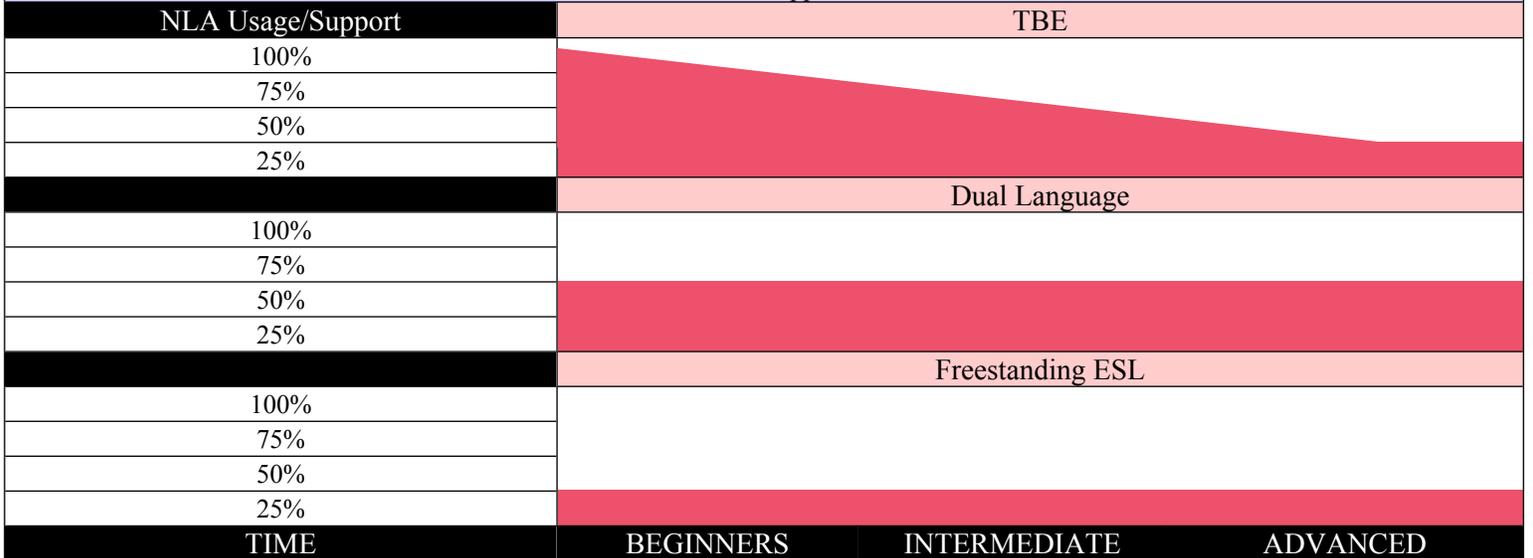
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Our ESL program is aligned with New York State's ESL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials. Classes include language arts instruction, and a focus on solid English as a Second Language program. The ESL classroom is equipped with Laptops, a Smart Board, text books, learning centers and an extensive classroom library with books for each level of proficiency. The library will be upgraded as our school focuses on the needs of our ELL population. ESL students are awarded the opportunity to further prepare for state Regents exams in block classes within our master program and during PM classes. The ESL teacher will also be available to provide additional support in PM Regents prep classes exclusively for English Language Learners. ELLs are also programmed for one period of Spanish classes to meet New York State foreign language requirements. Newly enrolled ELL students are placed in a Family Group. This class allows a teacher and social worker to help students transition more smoothly into the school. This group, composed of no more than 15 students meets daily for half a semester (45 days). Two of the five days will be spent improving literacy and numeric skills. The remaining three days are dedicated to skill acquisition through assorted group building activities. As part of the intake process, all students take the Scantron Performance Series in to better understand their academic needs in math and ELA. Teachers use this data to set individual student goals and devise ways to meet individual students' needs. Our school's schedule enables ELLs to spend a minimum of 4 periods with students who do not have limited English proficiency. Our master program is modified twice over the course of the school year to meet the needs of our students.

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 ESL teacher as well as other content area and SETTS teachers participates in two weekly, 42 minutes department meetings. These sessions allow teachers to work together and Beverly Andrews, the school's Teacher Center Coordinator at times joins these sessions. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills. The ESL teacher and other teachers are encouraged to attend outside professional development sessions hosted by our network. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills. In addition, this year, she will work closely with the English Department as teacher teams use students work to devise ways to help all students. The ESL teacher will also attend outside Professional Development. In addition, this year, she will participate in monthly ELL Institute. This Series of workshops consists of 5 sessions conducted by our Network and presented by AUSIE, among other presenters. Workshops focus on Text Complexity Model, Informational Texts Rubric, Reviewing classroom texts and exemplars, among other topics. The ESL teacher will turnkey what she learns as she supports her peers in the building. The ESL teacher will also attend outside professional development workshops to enhance her teaching skills.

E. Parental Involvement

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

The age of our students and the frustration they and their parents have had in other schools limits the level of parent participation. However, we do have a small but active Parents Association Team and a School Leadership Team. Our Administrators and counselors meet with the parents during orientation and communicates with them throughout the year via newsletter and by telephone. Parents not proficient in the english language are identified during the intake process and are provided with translation during our orientation. We make every effort to assign a bilingual counselor to their child. During open school week in the fall and spring, parents are encourage to meet with teachers and their child's counselor. The newsletter is translated into Spanish and provides parents, students and staff with pertinent school information, dates of parent meetings, dates of school activities and highlight of student achievement. Parents are encouraged to join the PTA and the School Leadership Team. Teams meet monthly and a bilingual staff member is available to provide translation. In the past, interviews with parents, helped us to develop our focus. Our parents needed training in the use of computers and posed many questions on Immigration issues. As a result, we offered workshops on computer training and Immigration. We are prepared to offer these workshops again this school year. Also, activities to include parents in their children's education will be planned along with the Assistant Principal. Parents will be advised as to their child's progress and the graduation requirements set forth by the Department of the of Education. Workshops will be held for parents on the use of ARIS, New York State High School Diploma requirements, the college application process, among other topics. Sessions will be one hour of duration and will take place on a monthly basis. Parents will also be invited to participate in enrichment activities and field trips.

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	1	1	2
Intermediate(I)											5	5	6	16
Advanced (A)											2	6	5	13
Total	0	0	0	0	0	0	0	0	0	0	7	12	12	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											0	0	0
	I											2	1	4
	A											0	2	3
	P											3	8	4
READING/ WRITING	B											0	1	1
	I											3	5	3
	A											1	5	5
	P											0	0	1

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		4	
Math <u>Int. Algeb</u>	14	12	3	3
Math <u>A</u>				
Biology				
Chemistry				
Earth Science				
Living Environment	9	7	1	1
Physics				
Global History and Geography	13	10	1	1
US History and Government	8	7	1	
Foreign Language				
Other <u>Spanish</u>		9		8
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

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.

ESL students will take the Periodic Assessment for English Language Learners during the Spring semester. All students take the Scantron Performance Series in Reading and Math during the month of September. The results of these, and the NYSESLAT will assist the teacher in developing the instructional plan for the three levels of ESL classes. Over 70% of our ELLs scored proficient in the Listening/Speaking modality of the NYSESLAT, but must continue in the ESL program because they have not acquired proficiency in the Reading/Writing modality. Having identified this, our major focus will be made on developing vocabulary strategies, reading comprehension and writing skills to enhance students' learning in the content areas and pass the English Regents exams. The success of our ELL program will be measured by student's performance on the NYSESLAT. We expect students to improve by at least one proficiency level each year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/19/11
	Assistant Principal		12/19/11
	Parent Coordinator		
	ESL Teacher		12/19/11
	Parent		12/19/11
	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		12/19/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: x480 **School Name:** Bronx Regional High School

Cluster: 1 **Network:** CFN 108

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.

During our intake process, on the Emergency Contact Card, parents are asked to indicate their preferred language of communication. If they identify Spanish, a staff member will be available to translate. We have three staff members (Assistant Principal, Spanish Teacher, and Guidance Counselor) who are fluent in Spanish and they will translate all relevant documentation (newsletters, flyers, and letters). They are also prepared to speak with parents in person or over the phone to ensure that our non-English speaking parents are aware of what is happening in their school. Approximately 55% of our student population is Latino and about 20% of their parents are not fluent in English. We make every effort to assign these students to a bilingual counselor to ensure they can communicate effectively. At the front desk, the contact information to the Translation & Interpretation Unit is available to assist with translation in the event that it is required.

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.

Most of our students' parents are fluent in English. However, if they in the Emergency Contact Card they indicate their preferred language of communication is not English, we have members of our counseling team, support staff, teachers and an administrator who can translate. Our Spanish speaking staff have proven to be very helpful and our parents feel comfortable knowing that we have six staff members that are prepared and to speak with them at a moment's notice. We have three students whose native language is French and Bengali, but their parents are fluent in English and require no translation services. Staff members are aware of which parents may not be fluent in English and know which staff members they can reach out to for translation services.

Part B: Strategies and Activities

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

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

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

In-house school staff will be responsible for translating for parents. Letters sent to parents are translated by the ESL teacher in collaboration with the Assistant Principal. Messages sent on Synvoice are sent both in English and Spanish. This will be done on a one- to-one basis.

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

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

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 Regional High School	DBN: 12x480
Cluster Leader:	Network Leader: Sumita Kaufhold
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> 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): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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 Regional High School will offer after school classes for all ELL's including newcomers and SIFE students. These classes will be geared to improve their NYSESLAT results by either testing out or improving their proficiency level. Students will be grouped in the classroom according to their NYSESLAT scores. Classes will be held after school hours, 3:15 pm to 5:15 pm, and will take place 3 days a week beginning fall 2011 and ending Spring 2012. After the students take the NYSESLAT, they will receive additional preparation for their Regents exams. Prep classes will also be held 3 days a week. Regents prep classes for ELL students will focus on improving content vocabulary, grammar, essay writing, test taking strategies, and to address the particular gaps that ELL students present in Global and U.S. History courses. Supplies and supplemental materials will be purchased for the program. Among these items are NYSESLAT practice booklets, Regents Review Workbooks, folders, color markers, a printer, glue, and general school supplies. The language of instruction will be English in all courses. Students will be supported in their native language ability by a bilingual teacher. In addition classroom learning will be augmented with field trips to cultural events, museums and landmarks to encourage students' interest and participation. Title III will fund approximately \$6,000 towards instruction.

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 ESL teacher participates in two weekly, 45 minutes Professional Learning Community meetings. These sessions are conducted by Beverly Andrews, the school's Teacher Center Coordinator. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills. The ESL teacher will also attend outside Professional. This year, our ESL teacher will also attend the monthly The ESL teacher participates in weekly Professional Learning Community meetings. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills. The ESL teacher will also attend outside Professional Development. In addition, this year, she will attend The ESL teacher participates in weekly

Part C: Professional Development

Professional Learning Community meetings. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills. The ESL teacher will also attend outside Professional Development. In addition, this year, she will participate in monthly ELL Institute. This Series of workshops consists of 5 sessions conducted by our Network and presented by AUSIE, among other presenters. Workshops focus on Text Complexity Model, Informational Texts Rubric, Reviewing classroom texts and exemplars, among other topics.

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: Activities to include parents in their children's education will be planned along with the Assistant Principal. Parents will be advised as to their child's progress and the graduation requirements of the Board of Education. Workshops will be held for parents on the use of ARIS, New York State High School Diploma requirements, the college applications process, among other topics. Sessions be one hour of duration and will take place on a monthly basis. Parents will also be invited to participate in enrichment activities and field trips.

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 	\$5,000.00	Covers Per session hours for ESL teacher for After School Program
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 	\$2,200.00	-NYSESLAT booklets -Regents Review workbooks for the five Regents exams -Classroom supplies

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	\$4,000.00	Purchase of tickets to Broadway shows, field trips for students and parents
Other		
TOTAL	\$11,200.00	