



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX ARENA HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X537

PRINCIPAL: TY CESENE EMAIL: TCESENE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____

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
Ty Cesene	*Principal or Designee	
Jasciath Findlay	*UFT Chapter Leader or Designee	
Melinda King	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tatiana Morales Shanice King	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Anne Zincke	CBO Representative, if applicable	
Katie Glass	Member/	
Tyesse Rodriguez	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

75% of students will complete a written argument on discipline-specific content to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence as aligned to the CCLS Writing Standard 1.

Comprehensive needs assessment

The City and State of New York, in accordance with the federal Race to the Top initiative, are phasing in the adoption of the Common Core Learning Standards over the next few years. In alignment with this initiative and the new standards, we determined that our students, in order to be college and career ready, must also meet the new standards of learning as dictated by the CCLS.

Instructional strategies/activities

- In each course, design a formal written argument for students to complete.
- Using backwards design, scaffold in lessons and shorter writing pieces to allow students to build skills and content knowledge to write a formal argument.
- Regularly conference with students to revise work and differentiate based on each student's individual needs.
- Use formative writing assessments to assess students' progress and adjust the lessons accordingly.
- Interdisciplinary collaboration between science, math, social studies, and English courses.
- Utilize technology in the classroom including digital, student-centered lessons, to deliver differentiated content.
- Common planning time across departments.
- Weekly PLCs to examine student work across content areas.
- Turn-key PD on building students' writing skills.
- Computers with access to digital resources and writing curriculum like Achieve 3000.
- Design curriculum maps with at least 1 written argument piece used as a summative assessment for at least one unit in each core course being offered. (1/12)
- Within the unit, at least 3 shorter formative written pieces used to evaluate students' progress on argument writing. (3/12)
- Use of a standardized rubric across disciplines to evaluate student work and progress along the standard. (3/12)
- 75% of students have produced a written argument in at least one of their core courses. (6/12)

Strategies to increase parental involvement

- School activities for both students and families such as the Connected Foundations Expo to celebrate student accomplishments and progress in courses.
- Online access for students and families to the curriculum so that parents, guardians, and families can monitor student progress through a course.

Strategies for attracting Highly Qualified Teachers (HQT)

- Interdisciplinary collaboration between science, math, social studies, and English courses to allow students to apply argumentative writing skills outside ELA class and allows HQT to engage in professional collaboration opportunities.
- HQT will be encouraged to utilize technology in the classroom including digital, student-centered lessons, to deliver differentiated content. We will provide PD opportunities to assist teachers in developing their skills in this area.
- Weekly PLC's to examine student work across content areas in regards to the modeling standard will allow HQT to engage in professional conversations to improve their own practice and work with other colleagues to improve each other's practices.

Service and program coordination

- SCO Family of Services
- School nutrition program
- School Improvement Grant

Budget and resources alignment

- Common planning time across departments.
- Weekly PLCs to examine student work across content areas.
- Computers with access to digital resources and writing curriculum like Achieve 3000 (TL OTPS New School Funds)
- Inquiry Team (ARRA RTTT)
- Regents Prep (Title I)
- Diploma Plus (SIG Title I)
- Professional Development (Title I)
- Curriculum Design Team/ PD (TL Fair Student Funding)
- General Supplies (TL OTPS New School Funds)
- Literacy Coach (Title I)
- English Teacher (TL Fair Student Funding)
- Special Education (TL Fair Student Funding)

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

75% of students will complete a project in a mathematics course that requires them to demonstrate the aligned CCSS skill of modeling with mathematics.

Comprehensive needs assessment

The City and State of New York, in accordance with the federal Race to the Top initiative, are phasing in the adoption of the Common Core Learning Standards over the next few years. In alignment with this initiative and the new standards, we determined that our students, in order to be college and career ready, must also meet the new standards of learning as dictated by the CCLS.

Instructional strategies/activities

- In each math course, design a project that requires students to apply mathematical knowledge to model the solution of a real life problem.
- Using UBD and backwards design, scaffold in lessons and shorter writing pieces to allow students to build skills and content knowledge to complete the modeling task
- Regularly conference with students to revise work and differentiate based on each student's individual needs.
- Use formative assessments to assess students' progress and adjust the lessons accordingly.
- Interdisciplinary collaboration between science, math, social studies, and English courses to allow students to apply modeling skill outside math class.
- Utilize technology in the classroom including digital, student-centered lessons, to deliver differentiated content.
- Common planning time within and across departments.
- Weekly PLC's to examine student work across content areas in regards to the modeling standard.
- Turn-key PD on building students' mathematical modeling skills.
- Computers with access to digital resources and math modeling programs.
- Design curriculum maps with at least 1 summative project requiring students to model a solution for at least one unit in each math course being offered. (1/12)
- Within the unit, at least 3 shorter formative tasks used to evaluate students' progress on modeling. (3/12)
- Use of a standardized rubric across courses to evaluate student work and progress along the standard. (3/12)
- 75% of students have completed a project requiring mathematical modeling. (6/12)

Strategies to increase parental involvement

- School activities for both students and families such as the Connected Foundations Expo to celebrate student accomplishments and progress in courses.
- Online access for students and families to the curriculum so that parents, guardians, and families can monitor student progress through a course.

Strategies for attracting Highly Qualified Teachers (HQT)

- Interdisciplinary collaboration between science, math, social studies, and English courses to allow students to apply modeling skill outside math class and allows HQT to engage in professional collaboration opportunities.
- HQT will be encouraged to utilize technology in the classroom including digital, student-centered lessons, to deliver differentiated content. We will provide PD opportunities to assist teachers in developing their skills in this area.
- Weekly PLC's to examine student work across content areas in regards to the modeling standard will allow HQT to engage in professional conversations to improve their own practice and work with other colleagues to improve each other's practices.

Service and program coordination

- SCO Family of Services
- School nutrition program
- School Improvement Grant

Budget and resources alignment

- Common planning time within and across departments.
- Weekly PLC's to examine student work across content areas in regards to the modeling standard.
- Computers with access to digital resources and math modeling programs (TL OTPS New School Funds)
- Inquiry Team (ARRA RTTT)
- Regents Prep (Title I)
- Diploma Plus (SIG Title I)
- Professional Development (Title I)
- Curriculum Design Team/ PD (TL Fair Student Funding)
- General Supplies (TL OTPS New School Funds)
- Math Teacher (TL Fair Student Funding)
- Special Education (TL Fair Student Funding)
- Staff Developers (Title I)

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

All teachers will set, track, and be supported in achieving personalized instructional goals aligned to the assessment portion of the Danielson Frameworks.

Comprehensive needs assessment

In alignment with the State and City initiative to improve teacher effectiveness through the use of the Danielson Framework, we determined that adopting this framework would be a useful way to improve our teachers' effectiveness and follow the recommendations of the State and City about using the framework as a tool of professional development.

Instructional strategies/activities

- Teachers will set individual goals based on self-assessments using the instructional framework.
- Used to monitor progress over the year through mini-observations.
- Teachers will re-evaluate progress on goals at set intervals throughout the year.
- Teachers will attend PD opportunities, inter-visitations, etc. to improve knowledge around their individual goals.
- Turn-key PD
- Weekly PLCs to highlight best practices in the school.
- Developing individual goals on ARIS to align goals to PD opportunities offered by DOE.
- Regular walk-throughs conducted by fellow staff and administration.
- Feedback aligned to the Assessment indicator of the rubric will be given throughout the year.

Strategies to increase parental involvement

- Encouraging parent outreach by the teachers as part of best practices as defined by the "Family and Community Outreach" domain.
- School Leadership Team

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will set individual goals based on self-assessments using the instructional framework.
- Teachers will re-evaluate progress on goals at set intervals throughout the year.
- Teachers will attend PD opportunities, inter-visitations, etc. to improve knowledge around their individual goals.
- Weekly PLCs to highlight best practices in the school.
- Feedback aligned to the Assessment indicator of the rubric will be given throughout the year to help teachers improve their practice.

Service and program coordination

- SCO Family of Services
- School nutrition program
- School Improvement Grant

Budget and resources alignment

- Professional Development (Title I)
- Weekly PLCs to highlight best practices in the school.
- Developing individual goals on ARIS to align goals to PD opportunities offered by DOE.
- Regular walk-throughs conducted by fellow staff and administration.
- Inquiry Team (ARRA RTTT)
- Regents Prep (Title I)
- Diploma Plus (SIG Title I)
- Professional Development (Title I)
- Curriculum Design Team/ PD (TL Fair Student Funding)
- General Supplies (TL OTPS New School Funds)
- Staff Developers (Title I)

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

Create a supportive and engaged school environment and culture using various partnerships and structures.

Comprehensive needs assessment

As a first-year transfer school with a full CBO partner, as well as an intermediary partner, we have determined that it is a goal of the school to develop a sense of culture and community and to maximize those various partnerships to do so. As a first year school, creating a supportive culture and community is critical to establishing the future success of the school and of our students.

Instructional strategies/activities

- Create a safe and nurturing environment through effective communication pathways between teachers and counselors to allow for consistent support of students.
- SCO advocate counselors are assigned 25 students to actively support students' social emotional needs.
- Setup a Peer Mediation program.
- Empower students in creation of school culture through a student government.
- Partnerships with outside businesses and organizations for Learning to Work Program (LTW).
- Time in schedule for students to leave for Learning To Work Program and meet regularly with Learning to Work coordinator.
- Advisory courses for meetings between Advocate Counselors and students.
- Regular meetings between teachers and Diploma Plus coach
- Regular meetings after-school of Instructional Design Team.
- Establish a student government. (11/12)
- Every student assigned an advocate counselor.
- Establish a Peer Mediation program and identify and train students as Peer Mediators. (6/12)

Strategies to increase parental involvement

- Advocate counselors reach out to parents, guardians, and families on a regular basis to communicate student progress.
- Home visits by advocate counselors to reach out to the families of students who are having difficulty with attendance or school performance.
- Creation of a Parent Association to keep parents involved in the school activities.
- School activities for both students and families such as the Connected Foundations Expo.

Strategies for attracting Highly Qualified Teachers (HQT)

- Regular meetings between teachers and DP coach allow teachers to improve their practice and skill in the classroom.
- Regular meetings after-school of Instructional Design Team allows HQT to collaborate and design rigorous and engaging curriculum for the students. It also provides another opportunity for HQT to collaborate with their peers in a professional setting.
- Multiple formal and informal leadership opportunities are available for teachers, which provides HQT with opportunities to be involved in the school and school programs on multiple levels.

Service and program coordination

- NYS Health program
- SCO Family of Services
- School nutrition program
- School Improvement Grant

Budget and resources alignment

- Partnerships with outside businesses and organizations for Learning to Work program.
- Time in schedule for students to leave for Learning to Work program and meet regularly with LTW coordinator.
- Advisory courses for meetings between Advocate Counselors and students.
- Regular meetings between teachers and Diploma Plus coach
- Regular meetings after-school of Instructional Design Team.
- Inquiry Team (ARRA RTTT)
- Regents Prep (Title I)
- Diploma Plus (SIG Title I)
- Professional Development (Title I)
- General Supplies (TL OTPS New School Funds)
- Staff Developers (Title I)
- SCO Family of Services Professional Contracts (SIG Title I ARRA)
- Data Specialist (ARRA RTTT)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

Create a credit structure to allow students to accelerate credits in a self-paced learning environment.

Comprehensive needs assessment

Based on student transcripts, including the age of our students and the number of credits our students enter our school having accumulated, we have determined that this goal is necessary in order to progress the students towards graduation. The mission of the school, along with our designation as a transfer school, focuses on working to accelerate student credits so that they may graduate with a high school diploma and be prepared to enter college or career.

Instructional strategies/activities

- Utilize self-paced blended courses to allow students to move through a course at a faster pace.
- Utilize state seat-time waiver to provide students with credit when they complete all required coursework at a level demonstrating mastery of the necessary skills for that course.
- Use outcomes-based grading to assign students credit for skills they demonstrate within a course.
- Identify cross-discipline focus competencies for students to develop across subject-areas to allow for consistency and quicker development of skills.
- Develop tracking systems for students and teachers to monitor progress through a course, track completed coursework, and identify specific tasks that need to be accomplished to complete the course and acquire credit.
- Weekly PLCs to examine student work and identify focus competencies aligned to CCLS.
- DP coach regularly works with staff to increase knowledge around outcomes-based grading systems.
- Laptop computers and digital curriculum for blended learning.
- Turn-key PD around blended learning and facilitating a blended classroom.
- Technology support and professional development.
- 100% of courses are being presented in the blended model with clear outcomes identified to earn credit (1/12)
- Implementation of shared tracking system of focus competencies (6/12)

Strategies to increase parental involvement

- Advocate counselors reach out to parents, guardians, and families on a regular basis to communicate student progress.
- Home visits by advocate counselors to reach out to the families of students who are having difficulty with attendance or school performance.
- Creation of a Parent Association to keep parents involved in the school activities.
- School activities for both students and families such as the Connected Foundations Expo.

- Online access for students and families to the curriculum so that parents, guardians, and families can monitor student progress through a course.

Strategies for attracting Highly Qualified Teachers (HQT)

- Interdisciplinary collaboration between science, math, social studies, and English courses to allow students to apply modeling skill outside math class and allows HQT to engage in professional collaboration opportunities.
- HQT will be encouraged to utilize technology in the classroom including digital, student-centered lessons, to deliver differentiated content. We will provide PD opportunities to assist teachers in developing their skills in this area.
- Weekly PLC's to examine student work across content areas in regards to the modeling standard will allow HQT to engage in professional conversations to improve their own practice and work with other colleagues to improve each other's practices.

Service and program coordination

- NYS Health program
- SCO Family of Services
- School nutrition program
- School Improvement Grant

Budget and resources alignment

- Weekly PLCs to examine student work and identify focus competencies aligned to CCLS.
- DP coach regularly works with staff to increase knowledge around outcomes-based grading systems.
- Laptop computers and digital curriculum for blended learning.
- Turn-key PD around blended learning and facilitating a blended classroom.
- Technology support and professional development.
- Inquiry Team (ARRA RTTT)
- Regents Prep (Title I)
- Diploma Plus (SIG Title I)
- Professional Development (Title I)
- General Supplies (TL OTPS New School Funds)
- Staff Developers (Title I)
- SCO Family of Services Professional Contracts (SIG Title I ARRA)
- Data Specialist (ARRA RTTT)
- Curriculum Design Team/ PD (TL Fair Student Funding)

- Computers (TL OTPS New School Funds)

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	35	35	35	35	35		35	
10	50	50	50	50	50		50	
11	25	25	25	25	25		25	
12	15	15	15	15	15		15	

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"> - Using Achieve 3000 instructional tool. - Small group instruction, on-to-one instruction, tutoring during school day. - Differentiated “focus competencies/ skills” across content areas to help students concentrate on developing one skill at a time.
Mathematics	<ul style="list-style-type: none"> - Small group instruction, on-to-one instruction, tutoring during school day. - Differentiated “focus competencies/ skills” across content areas to help students concentrate on developing one skill at a time.
Science	<ul style="list-style-type: none"> - Small group instruction, on-to-one instruction, tutoring during school day. - Differentiated “focus competencies/ skills” across content areas to help students concentrate on developing one skill at a time.
Social Studies	<ul style="list-style-type: none"> - Small group instruction, on-to-one instruction, tutoring during school day. - Differentiated “focus competencies/ skills” across content areas to help students concentrate on developing one skill at a time.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> - Develop work sites for internship placement - Partner with employers in order to monitor employment attendance and performance - Provide mediation concerning worksite conflict - Arrange for attendance at college fairs, college visits - Oversee registrations for college entrance, college applications
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> - Review transcripts and develop academic goals - Monitor student attendance - Monitor student academic progress

	<ul style="list-style-type: none"> - Provide individual counseling and attendance outreach, including home visits - Provide crisis intervention, safety related interventions and conflict mediation - Engage families and assist with identified needs - Plan and facilitate student groups focused on social and emotional factors - Provide community-based referrals as needed - Develop individualized post-graduation plans
At-risk Health-related Services	N/A

**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.

BRONX ARENA HIGH SCHOOL PARENT INVOLVEMENT POLICY (PIP)

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 Debra Maldonado	District 8	Borough Bronx	School Number 537
School Name Bronx Arena High School			

B. Language Allocation Policy Team Composition

Principal Mr. Ty Cesene	Assistant Principal type here
Coach Ms. Nancy Ulman	Coach Ms. Crystal Joye-Simmons
ESL Teacher Mr. Jose Soto	Guidance Counselor Ms. Rosa Nunez
Teacher/Subject Area Ms. Katie Glass/ Special Ed	Parent Ms. Natasha Price
Teacher/Subject Area Ms. Evelyn Rebollar/ ELA	Parent Coordinator type here
Related Service Provider type here	Other SCO Family of Services
Network Leader Ms. Barbara Gambino	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	129	Total Number of ELLs	6	ELLs as share of total student population (%)	4.65%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

1. All new registrants to NYC school system are given the HLIS upon enrollment along with a formal parent orientation. The guidance counselor, Rosa Nunez, with assistance from the advocate counseling staff conducts the interviews and administers the HLIS. Should the LAB-R and initial assessment prove necessary, the guidance counselor, Rosa Nunez, administers both within the first 10 days of the school year. Additionally, Ms. Nunez administers the Spanish LAB for Spanish-speaking ELLs. By running an ATS report, we identify the ELLs students who need to receive the NYSESLAT. The ESL, Jose Soto, teacher administers, grades, and assesses the results of the NYSESLAT annually for the students identified through ATS. These results inform the instruction of the following school year in the ESL classes, based on the sections of the NYSESLAT that reveal the least amount of progress.

2. At the initial meeting, the parents will be notified of their child's rights as per the ASPIRA constant decree. The three program options are explained within one week to parents, guardians, and families after the HLIS and subsequent LAB-R are administered and a student has been identified for services. A bilingual guidance counselor, Rosa Nunez, and a part time certified ESL teacher, who are both fluent in Spanish will explain program options to the parents. The DOE provides translators upon request for any other language. If a parent speaks another language other than Spanish, the guidance counselor will request a DOE translator and coordinate a meeting with the parent and the translator present to explain the options. Parents who have previously selected TBE/DL when it was unavailable will be contacted by the advocate counselors and the guidance counselor, Rosa Nunez, if those programs become available to revisit the options.

3. All letters and forms, to our ESL parents, including entitlement letters, will be distributed in both the native language and in English by the guidance counselor, Rosa Nunez. We will have intake documents, welcome letters, and orientation materials available in multiple languages. We will distribute the Parent Survey and Program Selection Form to parents at the time of the meeting about program options. Ms. Nunez will be responsible for collecting and storing the surveys and letters and maintaining a digital record of the program selections that is shared with the ESL teacher, Mr. Soto.

4. Once identified as ESL, students will receive additional instruction in a pull-out ESL class at the end of the school day for an additional 180 minutes a week. Parent choice is taken into consideration however we currently only offer this model. Parents will be notified in person as this placement is part of the initial intake process. Our guidance counselor or Spanish-speaking staff member will provide translation during the meeting or a DOE translator will be requested by the guidance counselor for non-Spanish speaking parents. Parents will be given a placement letter by the guidance counselor, Rosa Nunez in both English and native language. School memos are mailed and backpacked in both languages, including continued entitlement letters.

5. Parents were made aware of the services provided and were satisfied. We will continue to monitor parent choice and use the information to program students and offer classes.

6. Parents were made aware of the services provided at the school and were satisfied with the program model.

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="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained													1	1
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	0	Special Education
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years) 4

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

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	
Dual Language										0
ESL	0	0		2	0		4	2	0	6
Total	0	0	0	2	0	0	4	2	0	6

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

1. a. There will be a pull-out ESL resource period at the end of the day to supplement and support instruction through all the disciplines.
 - b. The program models will be ungraded heterogeneous classes.
2. The ESL teacher provides explicit ESL instruction for 180 minutes minimum per week, while the literacy teachers provide the other 180 minutes per week. All of our ELLs students, regardless of proficiency level, receive the instruction. Instruction is individualized based on a student's needs.
3. All content area classwork and homework are reviewed and supported during the pull-out ESL class. The students have access to native language materials through print and online media for enrichment and support. Many of our online courses are offered in English and Spanish. As needed, language print materials will be purchased.
4. All ELL students have access to summative assessments in their native language (with the exception on ELA).
5. a. In addition to the 360 minutes of ESL instruction, SIFE students will receive one on one and group counseling (once a week for each).
 - b. ELLs in US schools for less than three years (in addition to the 360 minutes of ESL instruction) will also receive after-school tutoring specifically designed to work on literacy skills.
 - c. ELLs receiving service 4-6 years (in addition to the 360 minutes of ESL instruction) will receive after-school tutoring to work on comprehension and test taking strategies.
 - d. Long term ELLs (in addition 180 minutes of ELA and 180 minutes of ESL instruction) will receive tutoring for Regents and the NYSESLAT exams from 3:00 – 4:00 every Wednesday afternoon with the ESL teacher.
 - e. All ELLs identified as having special needs will receive all of the services (a-d), as well as the program designated on their IEP.
6. Teachers use individualized instruction in a blended model classroom and RAFTs, as well as some online courses being available in

A. Programming and Scheduling Information

Spanish. The school ensures ELL-SWDs receive all services mandated on their IEPs. The school ensures ELL-SWDs whose IEP mandates ESL instruction receive appropriate program. The school ensures ELL-SWDs whose IEP mandates bilingual instruction receive appropriate program.

7. Our school model is designed to individualize student programs and instructional strategies to meet the needs of all students, including ELL-SWD. The school ensures that flexible programming is used to maximize time spent with non-disabled peers.

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				
Social Studies:				
Math:				
Science:				

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

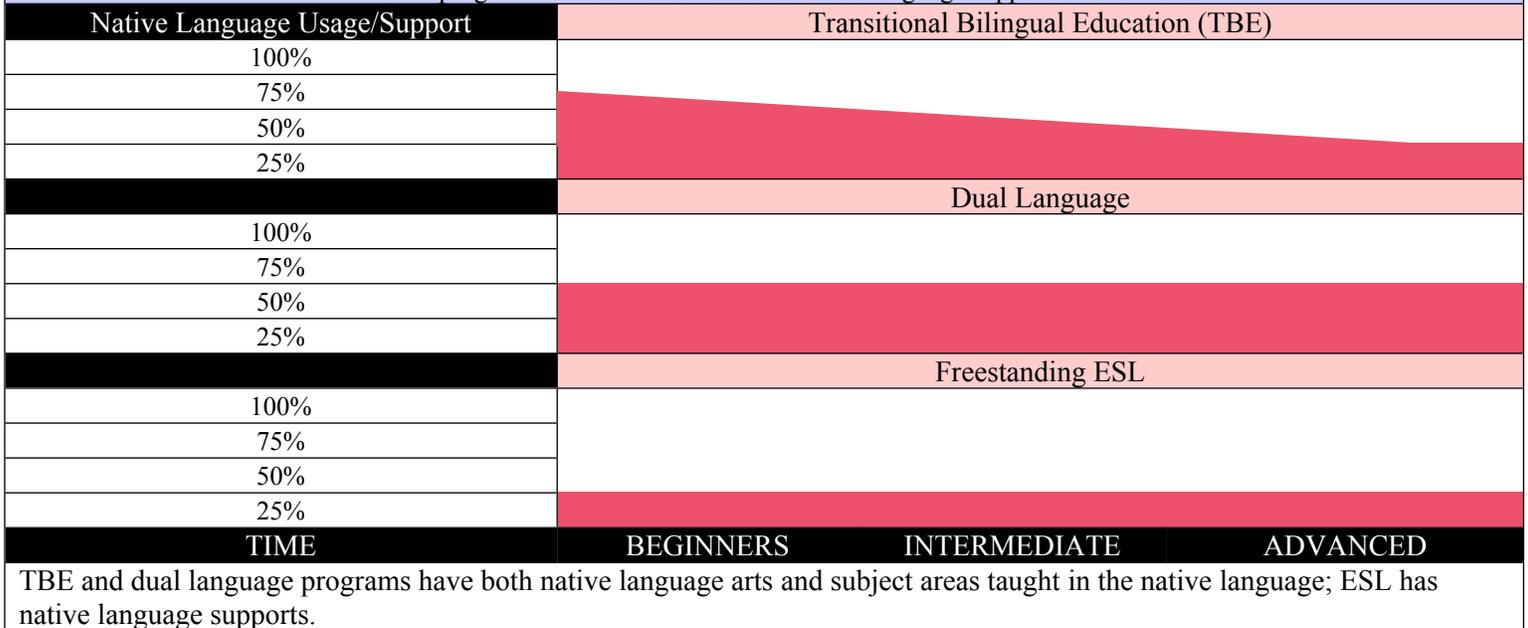
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



B. Programming and Scheduling Information--Continued

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

8. The ESL teacher will provide pull-out instruction and plan differentiated activities for the ESL students. The ESL teacher will meet with each content area teacher once a week to conference about the individual students, discussing strengths, challenges, possible interventions, so that the ESL teacher can support their work and the student. In ELA, Social Studies, and Science, teachers will use peer tutoring, one-on-one instruction, small group-instruction, sentence starters, and visuals as intervention strategies. In Math, teachers will use peer tutoring, one-on-one, and small group instruction in addition to visuals as intervention strategies. We currently use data from the NYSESLAT, student transcripts, and formative course data to determine appropriate intervention strategies. Students are provided with translations for much of the content through the digital media used.

9. ELLs reaching proficiency on the NYSESLAT will remain in the push-in ELA class for two years in order to continue to receive support with literacy and exam prep. They will still have all of the after-school tutoring available to them. Former ELLs will continue to be provided with appropriate testing accommodations for two years after reaching proficiency.

10. A new program and improvement considered for the upcoming school year is the iLearnNYC program which will incorporate blended learning (a combination of face to face and online instruction). We feel that this will allow for more small group and one-on-one instruction that will maximize the proficiency of our ELLs students. Additionally, a digital course allows greater access to resources including translation services and visuals.

B. Programming and Scheduling Information--Continued

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

8. The ESL teacher will provide pull-out instruction and plan differentiated activities for the ESL students. The ESL teacher will meet with each content area teacher once a week to conference about the individual students, discussing strengths, challenges, possible interventions, so that the ESL teacher can support their work and the student. In ELA, Social Studies, and Science, teachers will use peer tutoring, one-on-one instruction, small group-instruction, sentence starters, and visuals as intervention strategies. In Math, teachers will use peer tutoring, one-on-one, and small group instruction in addition to visuals as intervention strategies. We currently use data from the NYSESLAT, student transcripts, and formative course data to determine appropriate intervention strategies. Students are provided with translations for much of the content through the digital media used.

9. ELLs reaching proficiency on the NYSESLAT will remain in the push-in ELA class for two years in order to continue to receive support with literacy and exam prep. They will still have all of the after-school tutoring available to them. Former ELLs will continue to be provided with appropriate testing accommodations for two years after reaching proficiency.

10. A new program and improvement considered for the upcoming school year is the iLearnNYC program which will incorporate blended learning (a combination of face to face and online instruction). We feel that this will allow for more small group and one-on-one instruction that will maximize the proficiency of our ELLs students. Additionally, a digital course allows greater access to resources including translation services and visuals.

11. No programs or services will be discontinued.

12. All students, including ELLs, will have after-school tutoring and enrichment available to them. The school invites ELLs to participate in all services and programs.

13. Instructional materials will include online coursework in multiple languages, access to a computer with translation software, native language print materials as well as access to translation dictionaries in home language to English. These same materials are used for subgroups as well.

14. Native language support will be delivered through the ESL model through native language print materials and Internet resources.

15. Required services support and correspond to ELLs ages and grade levels. Services are aligned to the NYS high school curriculum and the CCLS adopted by the NYC DOE. Additionally, all content, intervention strategies, and visuals are age appropriate.

16. Before the beginning of the school year, newly enrolled ELLs will meet with their assigned counselor for a one on one session. As a group they will participate in a formal orientation and interview with their parents. They will receive one on one and group counseling throughout the rest of the year.

17. Spanish language electives will be offered to all students, including ELLs.

B. Programming and Scheduling Information--Continued

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

8. The ESL teacher will provide pull-out instruction and plan differentiated activities for the ESL students. The ESL teacher will meet with each content area teacher once a week to conference about the individual students, discussing strengths, challenges, possible interventions, so that the ESL teacher can support their work and the student. In ELA, Social Studies, and Science, teachers will use peer tutoring, one-on-one instruction, small group-instruction, sentence starters, and visuals as intervention strategies. In Math, teachers will use peer tutoring, one-on-one, and small group instruction in addition to visuals as intervention strategies. We currently use data from the NYSESLAT, student transcripts, and formative course data to determine appropriate intervention strategies. Students are provided with translations for much of the content through the digital media used.

9. ELLs reaching proficiency on the NYSESLAT will remain in the push-in ELA class for two years in order to continue to receive support with literacy and exam prep. They will still have all of the after-school tutoring available to them. Former ELLs will continue to be provided with appropriate testing accommodations for two years after reaching proficiency.

10. A new program and improvement considered for the upcoming school year is the iLearnNYC program which will incorporate blended learning (a combination of face to face and online instruction). We feel that this will allow for more small group and one-on-one instruction that will maximize the proficiency of our ELLs students. Additionally, a digital course allows greater access to resources including translation services and visuals.

11. No programs or services will be discontinued.

12. All students, including ELLs, will have after-school tutoring and enrichment available to them. The school invites ELLs to participate in all services and programs.

13. Instructional materials will include online coursework in multiple languages, access to a computer with translation software, native language print materials as well as access to translation dictionaries in home language to English. These same materials are used for subgroups as well.

14. Native language support will be delivered through the ESL model through native language print materials and Internet resources.

15. Required services support and correspond to ELLs ages and grade levels. Services are aligned to the NYS high school curriculum and the CCLS adopted by the NYC DOE. Additionally, all content, intervention strategies, and visuals are age appropriate.

16. Before the beginning of the school year, newly enrolled ELLs will meet with their assigned counselor for a one on one session. As a group they will participate in a formal orientation and interview with their parents. They will receive one on one and group counseling throughout the rest of the year.

17. Spanish language electives will be offered to all students, including ELLs.

to inform parents about the ESL program and our academic offerings. Parents receive phone outreach on student progress. we plan to hold several family nights throughout the year.

2. Bronx Arena is partnered with SCO Family Services to provide workshops and services to all parents, including ELLs.

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 will be involved from the beginning of the student's career at our school, starting at the intake process. Our bilingual staff members will provide translation in Spanish and we will request translators for other languages as needed. Intake documents, welcome letters, and orientation materials are available in Spanish. A Parent Orientation Meeting for all parents will take place prior to the beginning of school. An ELL meeting with the LAP committee, translators, and ELL parents and students will also take place prior to the beginning of school, to inform parents about the ESL program and our academic offerings. Parents receive phone outreach on student progress. We plan to hold several family nights throughout the year.

2. Bronx Arena is partnered with SCO Family Services to provide workshops and services to all parents, including ELLs.

3. Parents are evaluated based on the results from the intake and formal interviews, as well as parent surveys and home visits by advocate counselors. Translation is provided in Spanish by Bronx Arena staff. Otherwise, DOE translators will be used to offer translations to non-Spanish speaking parents.

4. Advocate counselors work with students in 25:1 ratios and they get to know the families. Parents are asked what language they prefer to communicate in and we provide translation in that language both verbally and in letter-writing.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. Provide professional development in conjunction with Diploma Plus, weekly during faculty conferences and summer retreat on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, the Legacy Project Learning Cycle, Design for Knowledge Evolution and questioning techniques to improve instruction and support the development of our ELL students. Professional development will be provided by in-house staff, NYC DOE, and our network. The personnel who will receive the professional development includes: guidance counselors, special education teachers, and content teachers. The type of PD will be determined in collaboration with the teachers based on classroom walk-throughs, student data, and teacher feedback. Dates for PD will be determined as opportunities are identified.

Provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are succeeding.

Professional Learning Communities (PLCs) weekly require teachers working together to look at student work, assess needs, and share best practices. ELLs students will be included in the student work and will be examined accordingly.

2. Our school is currently working with Immigrant Work Conditions, which provides ELLs with a network of support and training.

D. Professional Development and Support for School Staff

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

1. Provide professional development in conjunction with Diploma Plus, weekly during faculty conferences and summer retreat on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, the Legacy Project Learning Cycle, Design for Knowledge Evolution and questioning techniques to improve instruction and support the development of our ELL students. Professional development will be provided by in-house staff, NYC DOE, and our network. The personnel who will receive the professional development includes: guidance counselors, special education teachers, and content teachers. The type of PD will be determined in collaboration with the teachers based on classroom walk-throughs, student data, and teacher feedback. Dates for PD will be determined as opportunities are identified.

Provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are succeeding.

Professional Learning Communities (PLCs) weekly require teachers working together to look at student work, assess needs, and share best practices. ELLs students will be included in the student work and will be examined accordingly.

2. Our guidance counselor, along with our Learning to Work Coordinator provided a Future is Now course to support students transitioning to college. The guidance counselor, LTW Coordinator, and Advocate Counselors provide support to ELLs around college applications and the application process.

3. Professional development will be provided by in-house staff, NYC DOE, and the network. Agendas of PD and sign-in sheets will be used to monitor the PD hours.

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 will be involved from the beginning of the student's career at our school, starting at the intake process. Our bilingual staff members will provide translation in Spanish and we will request translators for other languages as needed. Intake documents, welcome letters, and orientation materials are available in Spanish. A Parent Orientation Meeting for all parents will take place prior to the beginning of school. An ELL meeting with the LAP committee, translators, and ELL parents and students will also take place prior to the beginning of school, to inform parents about the ESL program and our academic offerings. Parents receive phone outreach on student progress. We plan to hold several family nights throughout the year.

2. Bronx Arena is partnered with SCO Family Services to provide workshops and services to all parents, including ELLs.

3. Parents are evaluated based on the results from the intake and formal interviews, as well as parent surveys and home visits by advocate counselors. Translation is provided in Spanish by Bronx Arena staff. Otherwise, DOE translators will be used to offer translations to non-Spanish speaking parents.

4. Advocate counselors work with students in 25:1 ratios and they get to know the families. Parents are asked what language they prefer to communicate in and we provide translation in that language both verbally and in letter-writing.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA

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

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

1. We use the California Language Assessment, Regents scores, NYSESLAT (LAT) scores across 3 years, and DY0 assessments and projects, and Achieve 3000 as tools to assess students and inform instructional decisions. This data informs the school's instructional plan

2. Given the low number of ELLs students and given the fact that many of them were absent for previous NYSESLATs, no clear data pattern could be determined.

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.

In all sections, this LAP is presently implemented.

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	2	0
Integrated Algebra	3	0	1	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	3	0	1	0
Physics	0	0	0	0
Global History and	4	0	1	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	1	0	1	0
Foreign Language	1	0	1	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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. We use the California Language Assessment, Regents scores, NYSESLAT (LAT) scores across 3 years, and DY0 assessments and projects, and Achieve 3000 as tools to assess students and inform instructional decisions. This data informs the school's instructional plan

2. Given the low number of ELLs students and given the fact that many of them were absent for previous NYSESLATs, no clear data pattern could be determined.

3. As stated previously, no clear data pattern can be determined. We are currently assessing our students to help inform our instructional practices in order to differentiate and meet their needs.

4 a. Low vocabulary and decoding scores with comparatively higher comprehension skills has been the pattern thus far. We are monitoring students with DY0 assessment looking for additional data to confirm or deny the initial assessments.

b. We are currently giving our first round of periodic assessments and will look at the data results for patterns and targets for interventions. We will compare student progress data to these initial assessments throughout the 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.

In all sections, this LAP is presently implemented.

Part VI: LAP Assurances

School Name: Bronx Arena High School		School DBN: 537	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Ty Cesene	Principal		11/28/11
	Assistant Principal		11/28/11
	Parent Coordinator		11/28/11
Mr. Jose Soto	ESL Teacher		11/28/11
Ms. Natasha Price	Parent		
Ms. Katie Glass/ Special Ed	Teacher/Subject Area		
Ms. Evelyn Rebolgar/ ELA	Teacher/Subject Area		
Ms. Nancy Ulman	Coach		11/28/11
Ms. Crystal Joye-Simmons	Coach		11/28/11
Rosa Nunez	Guidance Counselor		11/28/11
Ms. Barbara Gambino	Network Leader		
Anne Zincke	Other <u>Director SCO</u>		11/28/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 537 **School Name:** Bronx Arena High School

Cluster: 5 **Network:** 562 (New Visions)

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.

At the point of intake parents are asked to state their language of preference for oral and written communications.

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.

Approximately 20 % of Bronx Arena families prefer Spanish communications. Needs of these families have been communicated with all school staff in PD meetings as well as ongoing informings among staff.

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.

Families are provided with Spanish language written material, both that which is available through the DOE and personal letters. Approximately 30% of Bronx Arena staff is fluent in Spanish, both oral and written. Bronx Arena has a Spanish language informational brochure that is distributed to parents and the community.

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.

Approximately 30% of Bronx Arena staff is fluent in Spanish, both oral and written. Spanish speaking staff is available at all activity that involves families and community. Spanish speaking staff is paired with teachers in order to communicate with families during Parent-Teacher conferences and in other meetings with parents. A Spanish speaking Advocate Counselor (school staff) conducts home visits to Spanish speaking families. Telephone communications with Spanish speaking families are conducted in Spanish by school staff.

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>.

Chancellor's regulations concerning translation and interpretation services are fulfilled by school staff. Again, approximately 30% of Bronx Arena staff is fluent in both oral and written Spanish, the language of choice of approximately 20% of our families. Records concerning language preference are maintained in student files, including emergency notification cards, that are retained in the normal course of school/agency business.