



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** BRONX REGIONAL HIGH SCHOOL

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

**PRINCIPAL:** COLIN THOMAS

**EMAIL:** CTHOMAS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELAINE LINDSEY

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Colin Thomas	*Principal or Designee	
Orlando Del Villar	*UFT Chapter Leader or Designee	
Eltha Johnson & Pamela Plumey	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
David Simms	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ruben Mojica	Member/	
Ramon Rosado	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### **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**

- **By June 2013, teacher teams in science and social studies will develop and implement at least two Common Core aligned units of study.**

#### **Comprehensive needs assessment**

**As we develop the Common Core aligned units of study, we will use Danielson's Framework to guide our practice. We will pay strict attention to the following: Danielson's Domain 1 – Planning and Preparation. The focal point of our work will be 1e - designing coherent instruction. We will also address Domain 3 - Instruction with a focus on 3b- using questioning and discussion techniques and 3c -engaging students in learning.**

#### **Instructional strategies/activities**

**Our Aussie, UFT Teacher Center Coordinator, Network Achievement Coaches, and Administrators will assist teachers in all instructional areas; lesson/unit planning, developing and implementing performance tasks, protocols for looking at student work, evaluation of student work, and effective inquiry team strategies.**

**Teachers will meet during zero period (8:20 – 9:02) at least three times per week to discuss and implement action plans that meet student's academic needs. In addition to this during the spring semester teachers will be asked to adopt three students functioning in different academic ranges. The lessons designed to help these students will meet the needs of the core academic groups in the class.**

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

- **We will implement a parental involvement committee whose sole purpose is to remind parents of their agreement to participate in two of the various activities at Bronx Regional High School during the year: Knowledge For College Day, Medical Pathways, Assisting Science Teachers With Labs, Assisting with Presentations and Projects, Panel Discussions, Graduation Rehearsal, PTA, Award Ceremonies, SLT, etc.**
- **All incoming parents attend our initial orientation session. At this gathering our expectation are clearly articulated and they agree to assist us in all areas as we take the required steps as a team to help their child to graduate. At this meeting all parents are given a copy of the Parent Involvement Policy and School Parent Involvement Policy.**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\* \_\_\_\_\_ Tax Levy    \* \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**As a Title 1 School-Wide Program we have the flexibility to us to meet the needs of all student groups using monies from various funding sources. Our parents are aware of how we combine the monies to best support their children.**

**Service and program coordination**

- **The administrative and guidance teams meet on a regular basis to make sure the needs of all students are best met. The information gathered at these meetings allows school leaders to determine how best to distribute resources. The academic and social needs of the students (general education, special needs, ELL, LYFE and students in temporary housing /homeless) drive the budget.**
- **As a transfer school many of our students are a few years behind and are eager to graduate. We use Nova-net, PM school, tutoring Saturday classes to allow students to earn additional credit and to properly prepare for Regents examinations they may have failed. We believe in offering incentives to help students stay focused and on task.**
- **The structure of our school allows students to earn credits at different points during the year. Our use of cycles allows students to graduate in November, January, April, June and August.**

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

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

### **Annual Goal #2**

- **By June 2013, 40% of the teaching staff will engage in external visitations and 100% of the staff will engage in internal visitations focused on Danielson's Domains 1 Planning and Preparation specifically 1e Designing Coherent Instruction & 3 Instruction, specifically 3b Use of Questioning and Discussion Techniques and 3c Engaging Students in Learning.**

### **Comprehensive needs assessment**

- **As we reviewed the performance summary completed by Portfolio Planning, we noticed we were compared to other transfer schools to support their findings. This document along with the grade we received on the Progress Report prompted us to look at the practices of transfer school with similar populations. We are determined to see how they were meeting the needs of students with similar academic and social issues.**
- **In the fall we visited two schools that were recently highlighted because of substandard report card grades. We visited these schools because they were able to turn their progress report grades around. The visit to these schools allowed us to reevaluate our systems and to incorporate some of their best practices. We will continue to work with the administrators and teachers from these schools to make sure we are able to better guide our students towards graduation.**

### **Instructional strategies/activities**

- **Two schools in good academic standing with Progress Report and similar populations have been selected for our teachers to visit. We will also visit another school with a different population to see if we can adapt some of their best practices as well. Research suggests that demonstrating good teaching practices assist teachers in developing and implementing their own. Teachers will be given the opportunity to observe and talk with teachers from the other schools about pedagogy as well as how they are implementing the CCSS in the different content areas.**

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

- **We will implement a parental involvement committee whose sole purpose is to remind parents of their agreement to participate in two of the various activities at Bronx Regional High School like the following: Knowledge For College Day, Medical Pathways, Assisting Science Teachers With Labs, Assisting with Presentations and Projects, Panel Discussions, Graduation Rehearsal, PTA, Award Ceremonies, SLT, etc.**
- **In addition to this we will survey our parents to get feedback from them about what would help their student be successful academically at Bronx Regional High School.**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\* \_\_\_\_\_ Tax Levy    \* \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \* \_\_\_\_\_ Other

If other is selected describe here:

**As a Title 1 School-Wide Program we have the flexibility to us to meet the needs of all student groups using monies from various funding sources. Our parents are aware of how we combine the monies to best support their children.**

**Service and program coordination**

- **The administrative and guidance teams meet on a regular basis to make sure the needs of all students are best met. The information gathered at these meetings allows school leaders to determine how best to distribute resources. The academic and social needs of the students (general education, special needs, ELL, LYFE and students in temporary housing /homeless) drive the budget.**
- **As a transfer school many of our students are a few years behind and are eager to graduate. We use Nova-net, PM school, tutoring Saturday classes to allow students to earn additional credit and to properly prepare for Regents examinations they may have failed. We believe in offering incentives to help students stay focused and on task.**
- **The structure of our school allows students to earn credits at different points during the year. Our use of cycles allows students to graduate in November, January, April, June and August.**

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### Annual Goal #3

- **By June 2013 we will decrease the number of students that are chronically absent by 15%.**

#### Comprehensive needs assessment

- **Last year 86.10% of our students were chronically absent and we will bring this down by 15%.**

#### Instructional strategies/activities

**The school is one of the one hundred schools participating in the Chancellor's Chronic Absenteeism Initiative.**

**As a transfer school improving attendance is always a top priority. We spend a lot of our time devising ways to improve the attendance of our students. In order to better support students and their parents, we assign a staff member to work one to one with each students. The staff members are a part of an attendance group that meets weekly to discuss and address attendance patterns. Each team has four to five members and they have an average of 14 to 16 students to support. The groups are mixed and ARIS is used to see the progress students are making. Each attendance group has a guidance counselor at the helm and the team members follow their lead. The attendance team meets monthly to discuss the progress made by each group.**

**Improving attendance is a school-wide concern and is inclusive of the following groups and strategies:**

- **All Teacher Attendance Team (New)**
- **Attendance Team**
- **Incentives**
- **Community Involvement/Internships**

#### Strategies to increase parental involvement

- **We have revised our intake process to make parents aware of the expectations we have as a school around attendance. Prior to completing the enrollment process we provide the parents with Parent Involvement Policy and School Parent Involvement Policy. These documents spell out their role in making sure their child is aware of the practices exhibited by students on a clear path to graduation. The parents sign for the documents and also complete a survey called the parent report card. This document allows us to see the areas where parents may need our assistance.**
- **We will implement a parental involvement committee whose sole purpose is to remind parents of their agreement to participate in two of the various activities at Bronx Regional High School. They will be encouraged to support at least two**

of the like the following events: Knowledge For College Day, Medical Pathways at North Central Bronx Hospital, Assisting Science Teachers With Labs, Assisting with Presentations and Projects, Panel Discussions, Graduation Rehearsal, PTA, Award Ceremonies, SLT, etc.

- **Survey our parents to get feedback from them about what would help their student be successful academically at Bronx Regional High School.**
- **Assist school in setting up internships with community organizations: Banks, Schools, NSBH, Stores, etc.**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\* \_\_\_\_\_ Tax Levy    \* \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**As a Title 1 School-Wide Program we have the flexibility to us to meet the needs of all student groups using monies from various funding sources. Our parents are aware of how we combine the monies to best support their children.**

**Service and program coordination**

- **The administrative and guidance teams meet on a regular basis to make sure the needs of all students are best met. The information gathered at these meetings allows school leaders to determine how best to distribute resources. The academic and social needs of the students (general education, special needs, ELL, LYFE and students in temporary housing /homeless) drive the budget.**
- **As a transfer school many of our students are a few years behind and are eager to graduate. We use Nova-net, PM school, tutoring Saturday classes to allow students to earn additional credit and to properly prepare for Regents examinations they may have failed. We believe in offering incentives to help students stay focused and on task.**
- **The structure of our school allows students to earn credits at different points during the year. Our use of cycles allows students to graduate in November, January, April, June and August.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</b></p>	<p><b>Small group instruction</b></p>	<p><b>Zero period – Fridays during the day. PM School – Tuesday through Friday (3:15 – 5:15) Saturdays – (9:00 -12:00) as we approach the regents testing period.</b></p>

<p>Mathematics</p>	<p><b>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</b></p>	<p><b>Small group instruction</b></p>	<p><b>Zero period – Fridays during the day. PM School – Tuesday through Friday (3:15 – 5:15) Saturdays – (9:00 -12:00) as we approach the regents testing period.</b></p>
<p>Science</p>	<p><b>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school</b></p>	<p><b>Small group instruction</b></p>	<p><b>Zero period – Fridays during the day. PM School – Tuesday through Friday (3:15 – 5:15) Saturdays – (9:00 -12:00) as we approach the regents testing period.</b></p>

	<p><b>teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</b></p>		
Social Studies	<p><b>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (Nova-net) to recover lost credits.</b></p>	<p><b>Small group instruction</b></p>	<p><b>Zero period – Fridays during the day. PM School – Tuesday through Friday (3:15 – 5:15) Saturdays – (9:00 -12:00) as we approach the regents testing period.</b></p>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

**We have three guidance counselors because the needs of our students are a priority. Each guidance counselor is available during the day. However, our students are aware that they can speak with their counselor after school on a daily basis until 3:45 p.m. The additional thirty-five minutes after school per day allows concerns about credits, graduation and other issues to be addressed.**

**A school Psychologist is assigned to the school on a part-time basis and works closely with the Special Education Department.**

**The Social Worker supervises three interns and they function as co-leaders in Family Group classes. The interns have a caseload and provide services to students in their family group and to any students in need at**

	<p><b>BRHS. All interns report to the Social Worker weekly. During these sessions the needs of students are addressed and ways to make improvements in their classes are devised.</b></p> <p><b>The school collaborates with Montefiore Hospital. We have a medical team that meets the needs of all students that opt to sign up for services. Medical, mental and dental needs are addressed in a confidential environment.</b></p>		
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

MECHANISMS AND PROCEDURE FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS. **We use our newsletter to inform all parents about meetings and we have parents call parents to increase participation. The PTA will also prepare bulletins and the school arranges for the distribution of these flyers to every child.**

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

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

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

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

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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**

**Bronx Regional High School** will:

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

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

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

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

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

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

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

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

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

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

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

### **Parent Responsibilities**

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

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Rello Anselmi, Corinne</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>480</b>
School Name <b>Bronx Regional High</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Colin Thomas</b>	Assistant Principal <b>Modesta Rodriguez</b>
Coach <b>Beverly Andrews (UFT TCC)</b>	Coach <b>type here</b>
ESL Teacher <b>Vanessa Flanagan</b>	Guidance Counselor <b>Maria Mercado</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Paulette Brown</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Sumita Kaufhold</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>355</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>8.17%</b>
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## Part II: ELL Identification Process

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

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

Sumita Kaufhold8Paste response to questions 1-6 here

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
<b>Total</b>	<b>0</b>													

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)		Special Education	4
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	13

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				15			13			28
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>28</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											6	9	11	26
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>28</b>									

<b>Dual Language (ELLs/EPs) K-8</b>
---

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											6	9	11	26
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>28</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

## A. Programming and Scheduling Information

and history. Students receiving ELL services for 4-6 years and more are also scheduled according to NYSESLAT testing levels. Our master program facilitates block periods for students taking the Integrated Algebra, ELA and Living Environment Regents exams. This block allows teachers to work with students one on one and create individualized plans for students in need. Those who are intermediate to advance work on a more academically challenging curriculum that focuses on advancing the student to a proficient level. These courses continue to emphasize reading, writing, speaking and listening for academic and personal enrichment. The ELLs identified as having special needs receive all the allotted provisions assigned to them under their I.E.P., SETTS (resource room), and any other related services, if indicated in their I.E.P. The ESL teacher will meet regularly with SETTS teacher, who is also bilingual, to ensure ELL's needs are addressed. All ELL students are encouraged to get involved in academically and culturally enriching activities that are available to them both during and after school.

### 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:				

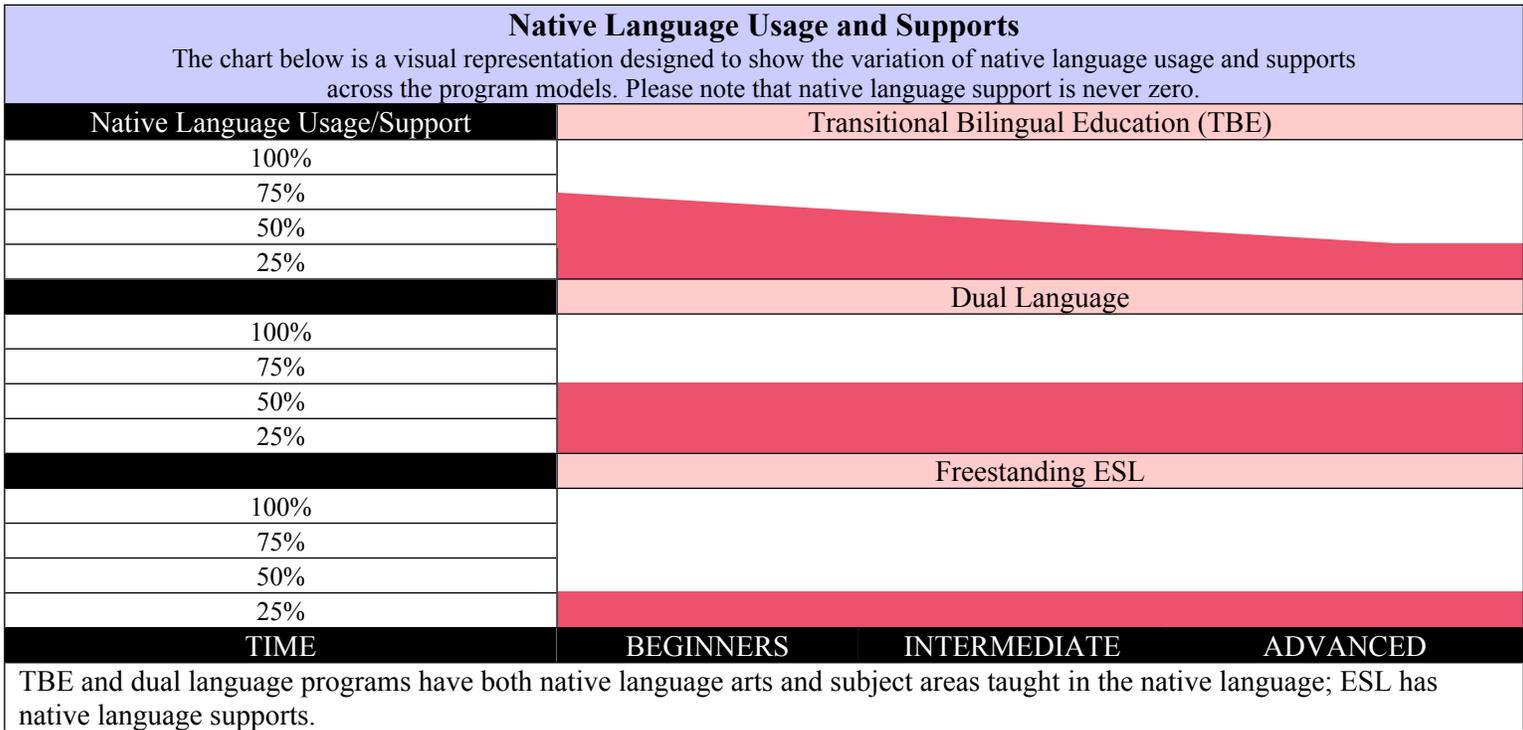
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

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

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

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

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

### E. Parental Involvement

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)											5	5	6	16
Advanced (A)											2	6	5	13
Total	0	0	0	0	0	0	0	0	0	0	7	12	12	31

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		4	
Integrated Algebra	14	12	3	3
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	9	7	1	1
Physics				
Global History and Geography	13	10	1	1
US History and Government	8	7	1	
Foreign Language				
Other <u>Spanish</u>		9		8
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 1      **Network:** CFN 108

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Bronx Regional High School	DBN: 12x480
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 19
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Bronx Regional High School will offer after school classes for all ELL's including newcomers and SIFE students. The teacher responsible for guiding the students will be a fully certified K-12 ESL teacher effective May 2013. As she works towards certification she is supported by her professor from the the College of Mount Saint Vincent. Professor Cantarella is aviable to support the teacher, curricula and the classes. The classes will be geared to improve their NYSESLAT results by either testing out or improving their NYSESLAT scores. Classes will be held after school from the hours of 3:15 to 5:15 p.m. Classes will be held 3 days a week.

Regents prep classes for ELL students will focus on improving content vocabulary, grammar, essay writing, test taking strategies, and to address the particular gaps that ELL students present in Global and U.S. History courses. The language of instruction will be English with native language support from a bilingual teacher. Classes will take place in the fall (November through January) and spring (May through June). The examinations the ELLs require will help to determine the teacher(s) required to prepare the students for their examinations. The teacher best suited to prepare students for the Regents from the English, Social Studies, Mathematics and Science Department, will be selected to guide the students as they prepare for state examinations.

### Part C: Professional Development

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

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

Begin description here: The content area departments will meet with the ELL teacher once a week for a 45 minute period. During this time teachers will look at best practices as described in "Making Content Comprehensible for English Learners: The SIOP Model" by Jana Echevarria, Mary Ellen Vogt and Deborah J, Short and the CALLA Handbook. Teachers will also reflect on how these strategies impact student work by reviewing student work and examining data. The ESL Teacher will also attend outside professional development meetings and conferences as provided by the Network and NYSTESOL. The information gathered at these sessions will be turn keyed during the weekly meetings.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here: 3. Parents will be advised as to their child’s progress and the graduation requirements of the Board of Education. Workshops will be held for parents on the use of ARIS, New York State high school education requirements, the college application process, GED testing, and multicultural events to expose students to other cultures. These sessions will be one hour in duration and will take place on a monthly basis. A number of these monthly meetings will coincide with the School Leadership Team and Parent Association gatherings.

In the spring we will help parents to continue their education by helping prepare them for the GED. This six week program will cover the key components of the examination. We know the GED test will change at the close of this year and as a result will encourage them to take the test before the structure and substance of the test changes.

As we endeavor to weave more parents into the fabric of the school, we will invite ELL parents to participate in enrichment activities and field trips. A parent will be invited to function as a chaperone for each of the trips we have planned during the spring.

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

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