



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONXDALE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X508

PRINCIPAL: CAROLYNE QUINTANA **EMAIL:** CQUINTANA@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

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
Carolyn Quintana	*Principal or Designee	
Amy Goglucci	*UFT Chapter Leader or Designee	
Barbara Schiraldi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alexandria Schiraldi Jessica Smith Besnik Ademaj	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicholas Boyiatzis	Member/School Counselor	
Kristin Shaw	Member/Literacy Coach	
Wanda Pucci	Member/Parent	

** 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

- Teachers in the four core content areas: English, Science, Social Studies, and Math, will develop Common Core-aligned units and tasks that ask students to use evidence to support arguments.

Comprehensive needs assessment

- Bronxdale High School is an inquiry-based school that aims to prepare students for post-secondary experiences. Part of that preparation includes teaching students how to reference information from reliable sources so that they may form their opinions based on various pieces of information in order to communicate persuasively and effectively about it.
- The six shifts in the Common Core Learning Standards ask students to write from sources and develop text-based answers. When we teach students to use evidence to make an argument, then we can teach them to engage in sophisticated discussions using that evidence.
- Our Writing-specific DY0 assessment data shows that students in both ninth and tenth grades are struggling with using evidence in their writing ... out of 4 possible points, our tenth grade students scored an average of 2.1 points; ninth grade students scored an average of 1.9 points.

Instructional strategies/activities

- Teachers will attend a series of workshops to facilitate the development of Common Core-aligned units of study that include opportunities for students to use supporting evidence in discussion, argumentation, and research projects.
- Teachers will plan with the ISA content-specific coaches, and school-based literacy coach, to develop lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers meet weekly in department meetings and grade-level teams (GLTs) to collaboratively analyze student work and plan activities that necessitate student use of evidence to support a claim. The GLTs look at various forms of school data including the Writing DY0 and examples of student work to determine strategies that all teachers will use to develop this skill and to measure progress.
- Teachers will co-develop a rubric aligned to the Common Core to assess the use of evidence to support a claim.
- Teachers will attend GreatBooks training to learn a range of methodologies in order to lead students in effective discussion and argumentation using evidence to support a position. Teachers will receive in-classroom support via a GreatBooks consultant. Using the GB methodology, teachers will learn to ask students to point to the specific place in the text from which they pulled the relevant information.
- The social studies teachers will collaborate with Vital Theater to develop end-of-unit performance-based assessments aligned to the Common Core. These activities will emphasize the use of evidence to support a claim.
- The ninth grade English course will follow the College Board's SpringBoard program – aligned to the CCLS – with a focus on persuasive writing.
- Teachers meet in various teams weekly and in GLTs for an extended period of time once per month in order to review data and share best practices. During these meetings, progress toward meeting the school-wide goals will be assessed.

Strategies to increase parental involvement

- Parents received a copy of the CCLS and were led through a discussion about the Six Shifts in Literacy during the 9th grade Orientation and again during the 10th Grade Orientation in August. We made the focus on using evidence clear at that time.
- Parents are partners in the decision-making via both the School Leadership Team and during Parent Association meetings. Parents were provided with an overview of the CEP during our December 2012 meeting in order to receive their specific feedback for goal-setting.
- Parents have been provided with a regular meeting date (every third Tuesday of the month) for the Parent Association meeting. An administrator attends every PA meeting in order to field questions and receive feedback about our programs.

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 SIG Grants Other

If other is selected describe here:

Service and program coordination

- The Institute for Student Achievement's (ISA) content coaches will support school staff in meeting this goal; coaches will provide one-to-one support in science, social studies, and mathematics for both ninth and tenth grades. Children's First Network 404 will provide school-based support to help support instruction.
- Funds from TL Fair Student Funding and Title I SWP will be used to procure CCLS-aligned curricular programs in English Language Arts. In addition, these funds will be used to provide ELA teachers with in-classroom (program and methodology-specific) coaching.
- Using Title I SWP monies, the school contracted with the Vital Theatre group to co-develop and co-implement CCLS-aligned units/lessons in Social Studies.

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

- The school will develop a positive, collaborative classroom and school culture conducive to academic achievement.

Comprehensive needs assessment

- We are a new, small school trying to establish ourselves, and our identity, within a very large campus that currently houses seven schools. Our instructional framework, as well as our ISA-influenced guiding principles, differs from those of the other schools in the building.
- Discussions with students, staff, and parents last year disclosed that as a result of the issues at Bronxdale in the 2011-2012 school year, morale was low and trust in the school was too.
- Bullying and fights and aggressive behavior are an unfortunate reality in high schools. We have been dealing with issues between our students and those in the sister schools – particularly because of age differences.
- We want to create an environment in which collaboration means that students, staff and parents work together as a team to support students' academic and social-emotional development – that's a direct reflection of our belief in distributed counseling.

Instructional strategies/activities

- To promote a sense of ownership and to establish ourselves within a shared space, we ordered and mounted Bronxdale signs including the school logo, Habits of Mind/Work, and Mission Statement. The school counselor continues to promote building community as part of our articulation.
- In order to identify our students on a shared campus, tee shirts with the Bronxdale logo and school colors were provided as physical education uniforms. Students may earn additional gear for academic achievement and attendance.
- With the support of the Institute for Student Achievement, teacher teams developed school-wide Habits of Mind and Habits of Work. Habits were printed and posted in classrooms and hallways and are referenced during lessons.
- Principal convened a volunteer School Culture and Climate team to develop school-wide rules. Culture and Climate Team meets monthly to discuss concerns and propose resolutions.
- The school has partnered with the Center for Court Innovation to develop and implement a School-based Youth Court. The Culture and Climate Committee will visit a sister school to observe a Youth Court in action and speak with Youth Court members.
- Principal designed the dean's role with a focus on positive behavioral interventions. The Dean will create a welcoming office space and collaborate with the school counselor for guidance interventions.
- Peer mediation a requisite response to any disciplinary incident that involves 2 or more students.
- The school leadership has developed partnerships with outside agencies to address teen issues through activities during and after school (e.g. Vital Theater in classrooms as after-school drama club, ENACT for grade-level assemblies, Lincoln Center's LEAD program for ELLs).
- Will continue to collaborate with the ISA to ensure that the teaching staff is trained in distributed counseling by June 2013. The school has an ISA coach visiting weekly to work with the advisory committee as well as individual advisors; the focus is particularly on developing relationships and building community.
- Principal will develop and distribute student and staff handbooks that include school policies and school-wide calendars. Calendars will include important academic reminders as well as dates for/of social events.
- The school has developed a culture and climate survey to administer in advisory 3 times per year to gauge the degree to which students feel safe and connected in the school environment. Will also develop and administer a parent survey to monitor parent responses. Using the data from the first round of surveys, the Advisory Committee was able to determine topics for future advisory units, ideas for after-school clubs, and topics for parent workshops.
- The ISA will Advisories will participate in team-building activities, Respect for All campaigns, and friendly competitions to build community.
- Students and staff will celebrate successes including academic achievements, marked improvements, excellent attendance, and citizenship.
- After-school clubs will begin second semester.

- Social Studies and English teachers have been GreatBooks trained to facilitate shared inquiries through which students will learn to communicate and argue effectively and respectfully. ISA content coaches are working with teachers to develop small group and whole-group discussion protocols and strategies.

Strategies to increase parental involvement

- Student handbooks were initially distributed during the 9th and 10th grade Orientations with parents.
- Parents have been invited to whole-grade Orientations, a September pizza meet and greet, monthly PA meetings, Skedula/PupilPath trainings, awards ceremonies and fundraisers.
- Parents have been tapped for suggestions on building community and have recommended more opportunities for celebrations and parent-specific workshops to help bring more parents into the 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:

Service and program coordination

- The ISA and the CFN will support the school in meeting this goal.
- The Culture and Climate Committee will convene monthly to help meet this goal.
- TL and Title I monies were utilized to develop community partnerships, provide teachers with training, secure resources and train staff to facilitate mediation and employ restorative justice approaches, and offer after-school clubs to help develop student life and foster a collaborative community.

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

The number of tenth-grade students on track for graduation will increase from 26.8% to 50% by the end of the school year.

Comprehensive needs assessment

- Review of ARIS-generated data showed that the majority of our tenth grade students were not on track for graduation after the 2011-2012 school year. In order to ensure that our students can graduate on time and be genuinely prepared for post-secondary experiences, the school community asked that we make it one of our school-wide goals to increase the number of tenth grade students on track toward graduation to at least 50% by the end of the 2012-2013 school year.

Instructional strategies/activities

- Using 8th grade State exam scores, SRI scores, DY0 assessment scores, and teacher feedback, students were placed in courses where they can be successful and where, as needed, will receive additional supports (e.g. Read 180, System 44, ICT stations-taught math, etc.).
- The school is running an after school and Saturday academy to provide all students with the option for additional instruction time for coursework as well as to prepare for NYS Regents exams. The school will identify at-risk students (e.g. the 25.7% who are almost on-track, but who have failed a Regents exam) in order to contact parents and make the necessary arrangements for their participation in Regents preparation.
- The school has partnered with the Institute for Student Achievement (ISA) to receive content coaching support. The content coaches work with our Science, Social Studies, and Math teachers to revise existing lesson plans to reflect an inquiry-based approach, while providing resources and suggestions for teachers, ultimately improving instruction and boosting student achievement.
- The advisory program was expanded and revised to include the development of new, targeted advisory groups for at-risk students. The school reached out to the ISA for coaching to support the development of a successful advisory program, beginning with better defining the role of the advisor and offering resources and strategies to help build community in the advisory class.
- The school purchased and implemented Datacation's Skedula to facilitate communication between content-area teachers and each advisor. Content area teachers and advisors may also contact parents using this system so that students, parents, advisors, and teachers are all monitoring student progress.
- SRI progress monitoring: The SRI will be used as a universal screener and then administered 4 times per year. The DY0 will be administered 3 times per year. Both ELA and Math DY0s will be shared during weekly Grade Level Team meetings. Mock Regents exams will be administered in all classes that end in a Regents exam this term or this year.
- In order to better support students with disabilities, the school increased the number of ICT courses from solely math and English to integrated co-teaching available in all four core courses: English, Math, Science and Social Studies. We also scheduled an ESL teacher into the social studies classes for added language support.
- School leaders will meet with the data specialist, guidance counselor, and inquiry team to regularly generate and analyze data, identify at-risk students, and plan interventions as needed.

Strategies to increase parental involvement

- The school staff facilitated a parent workshop on how to access Skedula and use the information found in the data system to help monitor their child's progress.
- Advisors regularly contact parents via email, phone and through Skedula to provide updates and discuss concerns regarding student progress.

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:

Service and program coordination

TL funds were used to create an additional special education position in order to increase the number of ICT course offerings.

Title I funds were used to institute the Scholastic Reading Inventory (SRI), Read 180 and System 44 (reading intervention programs), and SpringBoard (pre-AP English Language Arts curriculum).

TL funds were utilized to install Datacation's Skedula and the PhoneMessenger system for improved record-keeping and parent communication.

Grant monies were used for per session in order to offer AIS options for students in the core content areas.

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

The administration will use the observation process to improve teacher effectiveness on questioning and discussion techniques in the classroom in order to better challenge students to think and argue effectively.

Comprehensive needs assessment

- As an inquiry-based school, questioning and discussion techniques are the foundation of our instructional framework. Teacher feedback and evidence from classroom observations reflect the need to focus on the depth of the questions, the strategies used to facilitate discussion (whole and small-group), and the level of student participation.

Instructional strategies/activities

- By June 2013, 90% of teachers will meet with the principal, assistant principal and/or ISA instructional coach to select 1-2 professional goals using the Danielson rubric to (1) self-assess their instructional effectiveness in the domain of questioning and discussion techniques, and (2) monitor their proficiency progress in these two areas.
- Principal and AP will conduct no fewer than two formative observations per semester for each teacher using a research-based template to provide targeted feedback.
- Principal, AP and Lit Coach will each conduct weekly walk-throughs using a research-based tool/lens aligned to the school's focus on effective questioning and discussion techniques. The principal, AP, Network Coach and ISA School Coach will participate in a norming session using the research-based tool. Members of this team will participate in frequent co-observations of staff to build common understandings.
- The principal will coordinate with the Institute for Student Achievement (ISA) to provide targeted support on discussion and argumentation via inquiry-based learning professional development opportunities.
- English and Social Studies teachers have been trained and will receive in-classroom coaching on the GreatBooks shared inquiry approach to facilitate student-led Socratic seminar-style discussions.
- The ISA department-specific coaches will meet weekly with teachers from the Math, Science, and Social Studies department to support the development of inquiry-based lessons/units that are grounded in discussion and argumentation.
- The Literacy Coach, in collaboration with the Network, will coordinate and facilitate classroom inter-visitations with a focus on questioning and discussion techniques and will lead teachers through targeted feedback sessions.
- Teachers will self-assess using a research-based rubric focused on effective questioning and discussion techniques three times per year to measure growth. Administrators and Literacy Coach met with teachers to discuss goal-setting.
- The administration developed a research-based template to provide specific feedback after informal observations.
- The school is seeking to establish a partnership with the Right Question Project in order to receive training and support so that teachers may more effectively teach students to ask their own questions.

Strategies to increase parental involvement

- Inform parents during Parent Association meeting of school-wide goals including effective questioning and discussion techniques.
- The English department will host a GreatBooks shared inquiry discussion for parents and their children. A Q&A will follow.

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 ARRA Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The Children's First Network 404 will provide professional development workshops on Depth of Knowledge as well as school-based questioning and discussion support sessions using the Danielson framework.
- Title I ARRA funds have been used to partner with the ISA for targeted support, while Title I SWP and TL monies have been applied to the procurement and implementation of GreatBooks, including in-classroom coaching.
- Teachers have been offered after-school and summer professional development opportunities, also leveraged with TL funds.

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	Stations-teaching model using Scholastic's Read 180 and System 44 software, leveled texts, and various reading strategies including word work, guided reading, and choral reading activities.	Mixed grades – by ability. Small group 6:1 ratio, stations teaching including leveled software, after-school tutoring	During the school day: Co-taught class, 90 minutes per day (18:1:1 ratio for whole-group) and 20 minutes per day (6:1 ratio for small group). After school targeted tutoring four hours per week.
Mathematics	Stations-teaching model using an FASTT track to Algebra framework to practice foundational arithmetic skills, build fluency and prepare students for algebra.	Mixed grades – by ability. Stations teaching, after school tutoring.	During the school day: Co-taught class, 90 minutes on alternating days. After school targeted tutoring four hours per week.
Science	Inquiry approach using the scientific method to lead students through investigations and problem-solving.	Whole-group, small group, tutoring.	During the school day: Co-taught class with classroom paraprofessional for Earth Science, 90 minutes on alternating days. After school targeted tutoring four hours per week.
Social Studies	Inquiry-based approach using questioning to lead students through content exploration and research.	Whole-group, small group, tutoring.	During the school day: Co-taught classes (special education and ESL teachers scheduled in), 90 minutes on alternating days. After school targeted tutoring four hours per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory Kid-talk	Small group: 12:1 – 18:1 ratio. Teachers discussing individual	During the school day.

	Group counseling: School counselor.	student's needs. Small group: weekly	
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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.

Effective teacher recruitment involves communication with local colleges and universities with reputable teacher preparation programs, including Lehman College, Columbia University's Teachers College, Queens College, Manhattanville College, and St. John's College. Teacher recruitment also includes ongoing communication with the New York City Teaching Fellows program to help identify teachers who may be a good fit. Additionally, recruitment involves consultation with the Institute for Student Achievement regarding teachers who may meet the criteria to be successful in an inquiry-based and questions-focused school.

In order to ensure teacher retention, we have developed weekly New Teacher Workshop meetings to address first-year teacher needs including classroom management, planning lessons and effective questioning techniques. Weekly Grade Level Team meetings, Departmental Teacher Team meetings, Integrated Co-Teaching team meetings as well as scheduled opportunities to co-plan provide teachers with a collaborative and peer-supported environment. Retention efforts also include building a positive school culture and climate, not limited to potluck lunches and themed staff celebrations. Retention efforts also include targeted professional development provided in-house as well as by the CFN and Network, and by the ISA to address school-wide goals, Citywide Instructional Expectations and general pedagogy. The school created a literacy coach position and has partnered with the ISA for content-specific coaching in Science, Math, and Social Studies and a coach to support advisory.

Professional development workshops include:

- GreatBooks training and in-classroom coaching
- Read 180 Training and in-classroom coaching
- College Board's SpringBoard training and in-classroom coaching
- ISA's inquiry workshops including content-specific coaches to work on the revision of lessons
- CFN year-long workshops on developing CCLS-aligned Social Studies units/lessons
- ISA Winter Institute for Math, Science, ELA/Literacy
- Network-facilitated workshops on Danielson's framework for teaching including an opportunity to view video clips and norm as a staff prior to developing/implementing inter-visitations
- Citywide Special Education trainings including: ICT Transition, SESIS, etc.

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school-generated 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: introduction to the CCLS; PupilPath, a parent portal for grade/attendance reporting; parenting skills; understanding educational accountability grade-level curriculum and assessment expectations; literacy nights; 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;

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.
- 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
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

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.

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 Chris Groll	District 11	Borough Bronx	School Number 508
School Name Bronxdale High School			

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

Principal John Chase	Assistant Principal Janine P. Werner
Coach Denise Levine	Coach
ESL Teacher Ana Menendez de Llano	Guidance Counselor Randi Seltzer
Teacher/Subject Area Amy Goglucci	Parent
Teacher/Subject Area	Parent Coordinator Asia Brown
Related Service Provider	Other
Network Leader Terry Byam	Other

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	104	Total Number of ELLs	7	ELLs as share of total student population (%)	6.73%
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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. 

1. As parents or guardians of newly enrolled students enter the school, they are greeted and guided through the registration process by the Guidance Counselor. Parents complete registration forms with the assistance office staff, including a Home Language Identification Survey (HLIS). The Home Language Identification Survey is filled out by the parent with the help of the ELL teacher, coordinator or another available pedagogue. A student is considered to have a home language other than English when one question from Part 1 (questions 1-4) and two questions from Part 1 (questions 5-8) indicate that the student uses a language other than English. After they complete the form, the pedagogue administering the survey, usually the ESL teacher, A. Menendez de Llano, also conducts an informal interview to determine (in conjunction with their responses to the HLIS) if the LAB-R is necessary. The ESL teacher provides guidance filling out the HLIS and conducts the the informal interview. If translation services are required in Spanish, our ESL teacher, who is fluent in Spanish as well as other Spanish/bilingual staff members is called upon to provide translation services. The questions asked in the informal interview will consist of basic biographical questions and comofort level and experience in reading, writing, speaking and listening in English. If the student does not respond to questions asked in English, all efforts are made to have the student interviewed in his or her native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career-only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined. All new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut scores must be administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by the ESL teacher. If students are classified as ELLs according to these documents and assessments, parents are sent an entitlement letter and invited to a parent orientation so that they can choose the ELL program that they would their child to participate in. Each Spring students will be evaluated through the administration of the NYSESLAT until they score receive a score of "Proficient". All for components of the NYSESLAT (reading, writing, listening and speaking) are administered in the testing window determined by New York State. The ESL teacher administers the speaking portion of the exam individually to each student. The listening portion is administered in a whole-group setting via the CD provided by NYS. The reading and writing components are also administered is a whole-group setting. When NYSESLAT scores become available in the summer, they obtained through the RLAT ATS report, which identifies the level at which each student scored and also identifies student scores in the modalities (R,W,S,L). This data is used to place students in the appopriate number of ESL minutes per week in accordance with Part 154 and is used to determine the kind of instructional support students need.

2. Our school invites parents of ELL students to participate in orientations or one on one meetings in order to increase involvement and awareness regarding the academic activities of their children. ELL Parent Orientations are facilitated by our certified ESL teacher, A. Menendes de Llano, and the community associate. After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them of their child's eligibility for ELL services. The ESL teacher provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. One on one meetings with parents are scheduled on an ongoing basis, as

needed. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. We are sure to emphasize the specific differences between all three programs so that parents can make an informed choice. The parents is given a program selection form, on which the parent can choose from the three programs. We also explain that Bronxdale does not currently offer a Transitional Bilingual program or a Dual Language Program. If the parent decides to stay with the free-standing ESL program at Bronxdale, the parent selects that program on the sheet. If the parent prefers a TB or DL program, he/she is directed to district schools that offer them. The parent is also notified that Bronxdale will notify them if and when a transitional bilingual program or dual language program becomes available. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to one on one meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator and Community Associate in order to receive more information about ELL programs.

3. Entitlement letters are sent home by the ELL Teacher/Coordinator (A. Menendez de Llano) to inform parents of decisions made based on the LAB-R testing results. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations and one-on-one meetings so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. A file of Parent Survey and Program Selection forms is stored in an ELL Compliance binder. These forms are continuously reviewed when there are newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 30 students in two consecutive grades in order to create bilingual programs.

4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents so that parents are able to make an educated decision as to whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and are given the opportunity to engage in a dialogue with the ESL team and with school administration in order to choose the program that they see fit. Dual language, Transitional Bilingual and ESL programs are all discussed and explained to parents at the orientation or one on one meeting where parents fill out the Parent Survey and Program Selection form. When new Parent Survey and Program Selection forms are filled out, our school staff reviews the compiled forms in order to ensure that we are providing adequate programming. Our school has Spanish speaking staff members, so many parents are able to engage in meaningful communication at the school. Translation services into other languages are pursued if necessary. LAB-R exams are submitted to the regional office for scanning. In the meantime, exams are hand-scored by the ESL teacher so that students can be placed in the appropriate level of ESL as soon as possible. ESL levels are determined by cut-off scores delineated on the LAB-R scoring materials. Once a student's ESL level is determined, a placement letter is mailed home informing the parent of the ESL level at which the student scored. Copies of these letters are made and stored in an ELL Compliance binder. In addition, each year students who do not score at the proficient level on the NYSESLAT and who have been receiving ESL services for more than three years are provided with an extension of services. For these students, extension of services letters (indicating the student's ESL level) are mailed home and copies are maintained in the ELL Compliance binder.

5. Being that our school is in its first year, parent choice data is only available for our current class of freshmen. All of our families have requested ESL as their program choice. As the school grows, we will identify trends in parent selection and maintain records of these selections. If the number of parent selection forms indicating a selection Transitional Bilingual or Dual Language program for a specific language and within the same grade reaches 30, we will create the program and notify parents of its availability through mailings and telephone calls.

6. Yes.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)		Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				3		1	4		2	7
Total	0	0	0	3	0	1	4	0	2	7

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										6				6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	7	0	0	0	7								

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

A. Programming and Scheduling Information

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. Our instruction is departmentalized with the ability for push-in and pull-out support for individual students. We are a school that bases all of its instruction on inquiry based projects. Students attend short academic classes and spend a large portion of their day working with teachers to complete their projects. ELL instruction combines the strategies of the ESL teacher pushing in to Literature and Earth Science class and then spending three periods of the day supporting students with their academic work and providing ELL instruction. Our students travel in one of six sections throughout the morning and then have some flexibility later in the day to work on their individual projects. Students are programmed into grade-level specific heterogeneous groupings.
2. The structure of our program allows the ESL teacher the flexibility to meet with students for instruction for the required number of minutes according to their level (beginning 540 minutes/week, intermediate 360 minutes/week, and advanced 180 minutes/week) as indicated in CR Part 154 by assigning ELL students to the classroom in which the ESL teacher is working. Our ESL teacher pushes in to content classes and works with ELLs individually and in small groups. Students at the advanced level receive a literature-based ELA curriculum for 180 minutes per week in addition to 180 minutes of push-in ESL support. Out of our seven ELLs, one is at the beginning level, four are at the intermediate level and two are at the advanced level.
3. All of the content areas are delivered in English. Our program uses an inquiry project based program which enables ELL to be successful. ELL students receive individual support based on their need from the ESL teacher, advisor, and academic teacher. None of our seven ELLs are native speakers and, therefore, do not receive NLA support. The ESL teacher pushes into content subjects to support the students as well as the content teacher with strategies designed to increase conceptual knowledge of English. A fluent speaker of Spanish, our ESL teacher can provide native language support to any new students who are native speakers of Spanish.
4. None of our students are evaluated in their native language. Our ELLs are not native-speakers and do not require NLA support.
5. a. None b. None c & d. Seven students work on individualized academic inquiry projects with the additional support of ESL teacher. During project time the ESL and ELA teachers work with each subgroup (those between 4 and 6 years of service versus those with more years) to guide and support them to practice NYSESLAT-related skills, and guidance counselors and other staff address them to encourage them to pass this test and test out of the ELL status.
6. Instructional strategies used at Bronxdale High School by instructional staff are: introducing the most essential vocabulary/language functions before beginning the tasks, using visuals when introducing new words and concepts, building background knowledge, and promoting oral language development through the cooperative learning groups. ELLs identified as special needs receive ELL instruction as per their Individualized Education Plans (IEP). In the ELL classes, they are provided with individualized instruction. Attempts are made to engage them with their peers, especially those of similar backgrounds. For these students, the IEP data informs the instruction. Through collaboration with the ICT teachers and the paraprofessionals, the ELL teacher works to improve their language ability.
7. Our schedule allows an extreme amount of flexibility and there is usually multiple teachers in a single classroom that enable students to have their diverse needs met in the least restrictive environment. Students are programmed into heterogeneous classes, ensuring that ELLs, ELLs with IEPs and general education students learn together during the day, throughout the day.

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

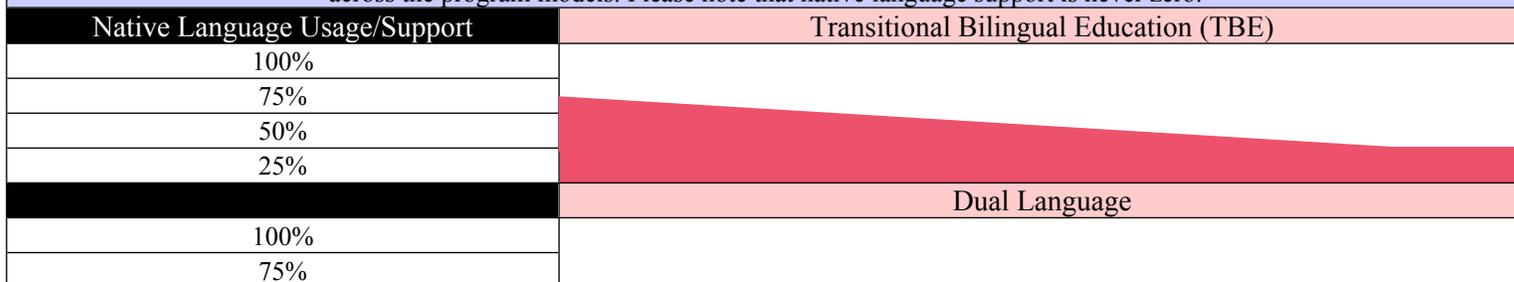
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Our seven students' targeted intervention is provided by the ESL teacher, academic teacher, and if applicable the special education teacher during our project time. Some of the strategies used are: offering simple definitions and synonyms for new vocabulary, creating a print rich environment, using visual representations, providing pronunciation practice, and connecting to prior knowledge. In addition, daily after-school support is offered for specific content areas. These sessions are supported by licensed content area teachers who provide individual and small group instruction. Data used for intervention includes teacher observation, classroom formative assessment, periodic assessments, and class performance.

9. Former ELLs are given a letter at the beginning of the school year informing their parents that they are eligible for transitional ESL services, including test accommodations. These accommodations for NYS exams include extended time, use of glossaries, translated versions of exams, and dictations read three times. Our support for students transitioning is inherent within our program of inquiry projects and our project time, where they can develop their word-processing skills, vocabulary, and writing. Students receive individual targeted support based on need. Examples of this support range from assistance in comprehending text, the use of graphic organizers, and building on prior knowledge.

10. Our school is a brand new high school, so the inquiry project based model with the flexible scheduling for project is our new program.

11. None.

12. Our ELL students are scheduled to participate in a full academic program. After school and supplemental programs are available to all students regardless of ELL distinction. The ESL teacher "personally invites" ELL students to supplemental programs to ensure maximum participation. All after-school activities opportunities are made known to students through advisory, and teachers encourage students to participate. After-school academic support is provided every in all academic subject areas by teachers licensed in content areas, including the ESL teacher.

13. All of our students have access to laptop or desktop computers. Teachers assist students in the appropriate search methods and guide them toward resources appropriate for their academic/literacy level, for example, graphic organizer sites and sites that provided pictorial representations of content material. Title III funds are used to support ELL performance by purchases of material that aids in literacy, for example, print-rich material, modified texts, and bilingual dictionaries.

14. Native language is supported by providing students with bi-lingual dictionaries and students have access to on-line and print materials in their native language. In addition, our ESL teacher can support native Spanish speakers with NLA support.

15. Yes, support is differentiated (i.e. content, assessment, strategy) based on student level based on the NYSESLAT and class performance. The raw scores of the NYSESLAT are examined to determine the kind of support students need in order to achieve higher proficiency in one or more of the four modalities (L,S,R,W).

16. As our school grows, we will institute an open-house for all incoming 9th graders and new students. The ESL teacher and guidance counselor will prepare a presentation for students and parents and provide translated materials.

17. Culinary Arts

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. The one ESL teacher has identified improvement areas from a research based rubric and is provided with feedback from the principal. We are also exploring PD opportunities available throughout the DOE and network. The ELL teacher attends professional development sessions regularly targeted to improve ELL instruction. As we are a new school, we are planning to hold regular PDs facilitated by the ESL teacher to help content area teachers make instruction accessible for ELLs. The PD will be attended by the administration, content area, and special education teachers.
2. Our advisory program is designed to help students transition from middle to high school. NYSESLAT data is reviewed by the ESL teacher so that instruction can be planned in anticipation of the students entering 9th grade. Class and advisory lessons will focus on high school study skills and time management. Our guidance counselor works closely with our ESL teacher to develop activities that will help in the middle-to-high school transition for our ELLs. These activities include cultural assimilation, self-advocacy, and communication.
3. We have yet to have the 7.5 hours of ELL training for all staff at our school, however the ESL teacher will turnkey PD information to all staff after attendance. Records of attendance will be maintained by the Principal or Assistant Principal.

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. Bronxdale has an active PA which parents (including parents of ELL students) attend. We also have an open door policy for parents to visit the school and even observe instruction if desired. Parents sit on our SLT and represent parents of our ELLs as they create the CEP. Translation services come in the form of our faculty and support staff, who speak a variety of languages.
2. Not yet.
3. We have yet to institute a protocol to evaluate the needs of the parents. Our SLT and PA association is planning to organize a forum to assess the needs of all parents, including the parents of ELL students, and generate subsequent action plans. These data collection instruments will come in the form of questionnaires, focus group and interviews.
4. We provide the parents with information to support the needs of their children. Parents are invited to open-house where they can meet teachers and guidance counselor. They are informed of the project-based instructional model at Bronxdale and gain an understanding of the instructional day. Translation services come in the form of teachers and staff members who speak a variety of languages.

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
Intermediate(I)										4				4
Advanced (A)										2				2
Total	0	0	0	0	0	0	0	0	0	7	0	0	0	7

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
Chinese Reading Test								

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

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

- We have yet to choose an assessment tool for this purpose since our ELL students have been receiving services for 4 or more years. We are participating in the DY0 assessment for literacy and will be able to disaggregate the data based on ELL subgroup. Once this information is obtained, it can be used to target instruction for individuals and ELL subgroups.
- Student reading and writing is deficient across all subgroups. Of our seven students, one is a beginner, four are intermediates and two are advanced. However, four of our students performed dropped a level on the most recent NYSESLAT administration.
- Our academic program focuses on writing for learning. The focus on writing will improve the ELL student's skills in this area. Since four of our students decreased in proficiency and NYSESLAT raw scores reveal weakness in reading and writing, our ESL teacher, in consultation with content area teachers, will focus on a variety of reading and writing activities to help students read, understand, analyze and apply textual information. Writing will focus on meaning-making, development, clarity, and usage.
- Our students are fulfilling the requirements of a general education program. Our school has only ninth grade. They are all heritage speakers and have fluent social language. They are lacking in their academic language, however. Periodic assessment results will be used to leverage NYSESLAT scores to support students in increasing mastery of specific modalities.
- N/A
- We will do an individual analysis of ELL student results, including grades and portfolios. In addition, students' performance on the NYSESLAT also help us determine the efficacy of our programs.

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.

School Name: Bronxdale High School

School DBN: 11X508

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Chase	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Joseph Tucker	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Randi Seltzer	Guidance Counselor		1/1/01
Terry Byam	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 11X508 School Name: Bronxdale High School

Cluster: 4 Network: 404

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.

Using the information available in ATS, teachers and staff as a whole are made aware of the preferred language in each student's household. Our administrative support staff also sent out home language surveys to all parents/guardians. Advisors guided students through the completion of home language surveys and then used school-specific surveys to collect relevant information as well.

Many of our staff members are proficient in second (and third) languages. With that in mind, once we determine the need for a translation service, we generally rely on our own staff to provide it. According to ATS and to student/teacher reports, the bulk of our non-English speaking households are Spanish speaking. The second largest non-English speaking population at Bronxdale High School is Albanian; we provide Albanian translation services through one of our paraprofessionals. If we encounter less common translation needs (e.g. Macedonian), we have reached out to our local community before contacting the DOE.

We hold each of our meetings with the larger school community in both English and Spanish. In addition, our newly purchased SchoolMessenger service has messages going out to homes in both English and Spanish. This year we hope to begin translating all written correspondence so that notices in writing are also going out in English and Spanish.

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

As mentioned in the previous response, according to the ATS RPOB report, the HLS, and student/teacher reports, the bulk of our non-English speaking households are Spanish speaking. The second largest non-English speaking population at Bronxdale High School is Albanian. This information is made available to staff through Skedula anecdotes and via admin/teacher-to-advisor reports. Our staff and student body are still small, so word of mouth and Skedula notices are still effective. Teachers discuss student home contact information during weekly kid-talk meetings and share updates regarding common students during Grade Level teams. The Dean of students and the school counselor are creating a spreadsheet with student contact information, including preferred language. They are collecting the data from advisors' student surveys. This spreadsheet will be shared with the whole staff at the start of the second semester.

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.

Written translation services are provided for each parent on an as-needed basis. Staff members have assisted parents with translation of letters and important documents for transfers and referrals for services, for example. We will begin to send all written correspondence to homes in both Spanish and English. Title 1 and TL Translation Services monies have been set aside for per session so that Bronxdale staff members providing translation services may be compensated accordingly.

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.

Oral translation services have taken place for face-to-face meetings (annual reviews, discipline conferences, guidance meetings, etc.), parent workshops, parent-teacher nights, and parent phone calls. Our diverse staff has been able to collaborate with one another to provide oral translation services for those meetings and phone calls; teacher hold weekly phone call sessions during which teacher teams may call a home. During these phone conferences, the Spanish speaker on the team provides translation. Workshops are held bilingually so that both English and Spanish speakers may benefit. The oral translation during Parent Association meetings (and workshops) has been provided by staff, volunteer parents, and students. As mentioned previously, the SchoolMessenger service we use for automated calls hom also provides services in both Spanish and English.

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>.

Per session funds are made available for staff members who provide translation services through Title 1 and TL Translation Services monies. These funds may also be utilized for the translation of school documents as well as for the purchase of materials in other languages to support English Language Learners and members of Spanish speaking households. Outside vendors or phone translation services may be utilized when necessary.

Important DOE documents are printed in the student's home language automatically on ATS. DOE documents that are provided in both Spanish and English are also made available to parents according to the preferred home language indication on the RPOB report.

Staff, students, and parents provide translation services in Spanish for PA meetings, as needed. For Orientations, Open School Nights, and celebratory events, Bronxdale staff and students are deliberately scheduled and placed to provide translation services for families.

The School Messenger system is utilized to send phone messages home in both Spanish and English.