



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BRONX COLLABORATIVE HIGH SCHOOL

**DBN (i.e. 01M001):** 10X351

**Principal:** BRETT SCHNEIDER

**Principal Email:** BSCHNEIDER@SCHOOLS.NYC.GOV

**Superintendent:** ELAINE LINDSEY

**Network Leader:** ALISON SHEEHAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name               | Position and Constituent Group Represented   | Signature |
|--------------------|--|-----------|
| Brett Schneider    | *Principal or Designee   |           |
| Alan Gomez         | *UFT Chapter Leader or Designee  |           |
| Yhelisa Laboy      | *PA/PTA President or Designated Co-President   |           |
| Juan Guzman Puerto | DC 37 Representative, if applicable  |           |
| Ciara Arias        | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                    | CBO Representative, if applicable  |           |
| Carol Kinney       | Member/ Teacher  |           |
| Shonte Cox-Flowers | Member/ Parent   |           |
| Ana C Padilla      | Member/ Parent   |           |
| Michelle A. Brown  | Member/ Parent   |           |
| Diana Kukaj        | Member/ Student  |           |
|                    | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

| Indicate using an "X" in the box to the left of each section that the section has been completed |  |
|--|--|
| <b>x</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>x</b>   | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>x</b>   | <b>Academic Intervention Services (AIS)</b>  |
| <b>x</b>   | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>x</b>   | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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

### Annual Goal #1

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

During the 2013-2014 school year, 100% of the Bronx Collaborative High School faculty members will engage in at least 60 hours (6 monthly) of high quality on-site customized professional development, during which they will develop a teacher portfolio that showcases their process of developing and refining assessments and scaffolds that align to student tasks and instructional activities

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The identified need that has generated this goal is the differentiation required to provide high quality instruction to our first group of 100 students in our 9<sup>th</sup> grade. As a phase-in school at a new location with a number of new or relatively new teachers, we have collectively identified a unanimous interest among our faculty team in providing rich, practical, and reflective practitioner professional development activities. Additionally, as a faculty we have applied to be pilot member of the New York Consortium of Performance Based Schools—as we replicate the program design of one of the founding state-approved performance-based “waiver” schools. Consistent with many schools in this organization, our faculty members believe that the best PD is practice-based and built on being advisory in addition to any of its supervisory elements. At Bronx Collaborative we have defined the need to define our measures of teacher practice by applying the research findings of Fred Newman against our classroom activities to examine the alignment of authentic assessment tasks, authentic instruction, and authentic student performance.

To that end, our initial explorations and collaborations around professional development have informed this longer-term goal. Faculty participated in voluntary professional development activities during the summer that preceded our school’s opening and engaged us with an ongoing investigation of our unit design, assessments, and resulting student products.

Early on, we labeled the need for extensive ongoing internal and external professional development informed by similarly designed performance-based schools. Our administration and faculty embraced the resources of the New York Performance Standards Consortium, and our Network Team who represent a group of schools that include many similarly themed programs. To facilitate continuous interaction with these opportunities, we collectively instituted a voluntary extended weekly faculty meeting attached to our common planning time.

Our faculty members collaboratively support each other’s development through inquiry-based explorations to measure and refine their teaching practice. The result is a system that complements supervisory evaluation, to ensure the highest quality of professional development. Our professional development uses a range of protocols including but not limited to Looking at Student Work, Looking at Teacher Work, and Community Circles/Restorative Circles. The PD applies these protocols to evaluate the teachers’ *Understanding by Design* unit plans, essential questions, and classroom scaffolding techniques. The expected result at year end is a teacher portfolio evidencing their work with design-based research around their course curriculum.

As described above, our curricular model is a replication and further development of an existing school site that consistently receives well-developed evaluations on its School Quality Review. We have enhanced the curricular model with increased use of technology and outside of school partnerships. In addition, based on our replication status, we are seeking for the New York Performance Standards Consortium and the New York State Education Department to recognize our school site as a member of the Consortium’s state Regents Waiver. The Consortium has been recognized for nearly 20 years as coordinating high standards Performance Based Assessment Tasks (PBAT) assignments which demand that upperclassman complete lengthy thesis papers in each discipline and defends these with a formal interactive presentation before a committee of multiple educators, student, and parent representatives. This state recognized model, as executed by the Consortium, involves comprehensive professional development conducted both with the school and across all Consortium sites.

Our faculty members have already participated in Consortium organized moderation studies of existing PBAT content, to insure inter-rater reliability on the execution of these assessments across schools. As a school community, we have organized ongoing Professional Development which faculty attends voluntarily, to coordinate weekly planning, to discuss student support needs, and to provide administration driven and peer driven instructional/pedagogical support. Within this process, faculty and administration have identified the need for collaborative inquiry team/design-based research—where teachers explore their existing project-based assignments from the first academic quarter with the 9<sup>th</sup> grade as a means of fine-tuning the cognitive scaffolds (assignment sheets, rubrics, graphic organizers, checklists) which can be provided to students in successive quarters.

Our faculty has also engaged students in a self-reflective individual process through Advisory and their subject-classes to gain an understanding of the students' perceptions of academic projects. In addition, student government is working with the faculty/administration to give ongoing focused feedback.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Weekly Faculty Meetings; Inter-visitation; Peer Mentoring; Peer Observation; Inquiry Teams
2. Supervisory "Mentoring" by Administration through a combination of observation and professional development activities
3. Network Co-Sponsored Embedded Training
4. Weekend/PD Day External Partner/Support Organization Professional Development
5. PTA/SLT Collaborations- Family Learning Nights and Panel Participation
6. Advisory Based Student Work Analysis and Student Reflection Pieces

**B. Key personnel and other resources used to implement each strategy/activity**

1. **Faculty Meetings-** Both the mandated faculty planning time and an additional voluntary faculty gather meeting will be primarily focused on inquiry activities and collaborative work which enhances teacher evaluation and teacher development.
2. **Principal-** The principal will devote significant direct supervision time and participate consistently in leading faculty meetings to supporting the faculty in developing collaborative practices.
3. **Network Team-** The principal has invited the Network Team instructional specialists in general education, special education, and ELL instruction to co-facilitation two inquiry cycles- Looking At Student Work and Looking At Teacher Work
4. **Partner/Support Organizations-** The principal has coordinated a support organization and two partner organizations to provide pedagogical and social & emotional classroom intervention techniques. We are currently working with the Morningside Center for Teaching Social Responsibility, the Institute for Student Achievement, and the Consortium of Performance Based Schools.
5. **Parent Participation- School Leadership Team** parents will review and share their experience around teacher professional development and inquiry activities with the parent body.
6. **Students-** Our student government has expressed interest to work closely with the School Leadership Team and hosts two SLT student representatives elected by the student body to represent students' interests. Students have engaged an ongoing dialogue to support the improvement of project design and will be asked to take an active role in certain stages of the faculty's inquiry work.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Faculty will develop Understanding by Design Unit Plans and Interim Assessment Projects.
  2. Principal will work with the faculty to review and refine these plans quarterly.
  3. Network team members will engage with the faculty and administration in a monthly review of progress on these systems and in on-site evaluation.
  4. Partner agencies administration will make on-site visits and review work activity logs kept by their assigned consultant staffers providing detailed notes on professional development activities. Memorandum of understanding will be developed and re-evaluated with partner organizations.
  5. Parent leadership (PA & SLT) will explore the school's professional development plan and action/design research findings at meetings with the administration and faculty. Parents will be encouraged to pose questions and bring the rest of the parent community into the process.
  6. Student Government will explore teaching practices and student needs at some of their twice weekly meeting sessions.
- Each of these bodies along with our external partner organizations will conduct evaluative assessments of the strategies, sharing their feedback with the administration who will share them in turn with the faculty.

**D. Timeline for implementation and completion including start and end dates**

- Programs supporting the inquiry cycles to enhance teacher effectiveness and student learning are scheduled to run weekly throughout the entire school year.
1. Beginning in October and November, faculty participated in off-site professional development with our Consortium school network. On site activities include an extended collaborative inquiry cycle occurring at FACULTY MEETINGS during December, January, and February
  2. Principal observations and coaching of faculty members around pedagogy began in October and November and are scheduled monthly throughout the school year.
  3. Our Network Team has been committed to participation in faculty meetings throughout December, January, and February. In addition they have been providing monthly support through network meetings off-site and provided multiple embedded support services through having the entire team visit the site.

4. Our Partner/Support Agencies will provide quarterly professional development activities which support faculty in enhancing their pedagogical practices through collaborative evaluation.
5. Parents will engage with the faculty in quarterly events that support an increased communication of pedagogical expectations and a sharing of a portfolio of student work.
6. Students will participate in quarterly self-assessments that provide information on their experience completing faculty assignment projects.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Our faculty began engaging in professional development activities in the summer of 2013 and will continue throughout the 2013-2014 school year through weekly extended voluntary faculty meetings. The PD activities introduced the research based work of Fred Newman around authentic achievement to help faculty develop a common language around the alignment of authentic assessment tasks, authentic instruction, and authentic student performance. Ongoing faculty meeting and peer-to-peer support layer these explorations. The majority of our faculty participates in additional hands on learning through our collective involvement with the New York State Performance Standards Consortium. Through the combination of these activities, faculty receives the support to develop and refine a teaching portfolio that showcases their action research/design-based research process around curriculum.
2. The Principal engages in monthly visitations to classrooms to provide supervision (observations) and advisory (coaching/mentoring).
3. Our Network Team provides a range of support around this goal. Our instructionally focused team members (general education, special education, and ELL) provide specialist coaching through participation in monthly one-on-one planning meetings, and an ongoing series of 8-12 sessions directly with the faculty.
4. Our Partner/Support agencies provide a range of coaching, planning sessions, modeling, and collaborative inquiry opportunities, varied by the nature of their mission. For example, the Morningside Center and the Institute for Student Achievement offer on-site analysis of our programs and activities. The Consortium provides ongoing opportunity for our faculty to develop their own analysis skills through visits to other schools within the consortium collective. Administration, and external partners will lead faculty through this inquiry process that analyzes student performance product as a way of looking at both student and teacher work.
5. Parents will engage with the product of the inquiry activities through School Leadership Team and Parents' Association collaborative programs with the school. Parent leadership meets monthly to discuss the school's initiatives and learn more about ways they can directly participate. Parents have expressed interest in serving on the assessment panels and the project presentations that are a key part of instruction, which will help them, understand, engage, and support teacher professional development.
6. Students provide quarterly feedback on faculty assessments and projects through their self-reflective pieces. Student work also serves as the basis for the curricular action research/design-based research activities that comprise the central focus of year one professional development.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Bronx Collaborative High School is working with the support organizations and our own faculty members to generate family events to open our instructional and social and emotional learning techniques to all school constituencies. We engage students in a weekly student town meeting. After early parent meetings struggled to gain a larger collection of school parents, the PA and SLT parent representatives agreed to doubly serve pro-temp as Advisory parents to help provide a more personalized phone-tree approach to reaching families. Additionally, the Parents' Association is focusing on using its monthly meeting format to allow for two-three hour gatherings that include social gatherings, procedural formal PA meetings, and faculty-infused instructional sessions

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | x | Title III | Set Aside | x | Grants |
|---|----------|---|----------|-----------|---|-----------|-----------|---|--------|
|---|----------|---|----------|-----------|---|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

ARRA/RTTT Funding is being used to support NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded formative assessments based on enhanced New York State Standards (including the Common Core Standards), including professional development in using information systems that track assessment outcomes; NYS-sponsored professional development activities to implement Response to Intervention (RTI).; and Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner's regulations.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

During the 2013-2014 academic year, Bronx Collaborative High School will develop attendance practice that bring the school's average daily attendance to a monthly level of 80% or above by the school's third academic quarter.

### ***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was generated based on the need presented in borough-wide attendance data and attendance data related to the campus location onto which we moved in the 2013-2014 academic year. Additional need grew out of our status as a new phase-in school for the 2013-2014 academic year with only a 9<sup>th</sup> grade population, Bronx Collaborative is unable to draw on historical data specific to this school and its attendance practices. As a result, faculty reviewed 8<sup>th</sup> grade ARIS attendance data providing details about students' middle school attendance performance records along with the initial data provided by the SEMS system after students were matched to our program. This data helped shape initial decisions regarding students' placement in Advisory Families to provide them support in instructional success. We were concerned that the result of the data being tied to a wide-range of middle schools with diverse attendance practices provided little support to understand how the students as an aggregate group would respond to the specific social and emotional learning practices at our school. To that end, we conducted two-hour family interviews with over forty of our families to ascertain the individual students' needs and their previous school's academic and attendance approaches. These administration and faculty conducted intakes provided valuable information and additionally supported student placement in Advisory Families.

Further need was identified from the high mobility of our register during the initial two months of school. Due to a series of late admissions to charter schools and a range of students leaving the school's geographic area or moving to our area and entering OTC admission, it was additionally difficult to develop rich assessments of attendance needs. To provide more robust data for ongoing discussions, teachers began to work with an internal mastery-based data collection system (Jumprope) through which they could provide and mutually review the period-attendance data to each other and administration.

Initial inquiry during the school's design and development phase, indicated that research-based social and emotional learning practices supported increased attendance and thereby academic performance success.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. **Faculty** participates in weekly use of Jumprope mastery-grading software to record attendance and comments for the classes they teach. Faculty members assigned to lead "Advisory Families" review Jumprope software which follows their students' comments and attendance.
2. **Principal** engages the use of data-driven software and family-communications software to further the school's attendance recording and communication. Principal reviews faculty participation in the use of attendance software. Principal organizes PD for front office staff in the use of a School Messenger system to communicate attendance needs. Principal also engages social work interns to provide support to the attendance process through family outreach.
3. **Network team** youth development coordinator provides on-site and remote support through monthly check-in regarding best practices and youth's emergent social service needs.
4. Our school has identified a **dean** who provides daily attendance leadership on the collection and analysis of data. In turn, he works with faculty members to gather anecdotal reports on students' attendance issues with absence, lateness, and cutting.
5. **External partners** like the Morningside Center for Teaching Social Responsibility and the Institute for Student Achievement provide direct training to faculty and administration to enhance their ability to provide rich instruction, advisement, and guidance provisions to support increased student retention, attendance, and participation.
6. **Students** are encouraged to engage in leadership activities like student government, peer mediation, student clubs, and athletic teams which have attendance requirements for participation.
7. **Families** are encouraged to participate in regularly scheduled written, email, text, and verbal interactions with Advisory Family teachers who share direct attendance and academic performance data and collaborate on setting interventions to improve student performance levels.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. **Faculty** use weekly meetings, online software, and informal discussions to share data about student attendance.
2. **Principal** aligns purchases of software packages and community partnerships to support increased attendance. Principal provides guidance to faculty attendance team members.
3. **Network Team** offers coaching on attendance-related practices.

4. Our school has devoted the time of one of our faculty members as **dean** to support the development of comprehensive practices that engage students and their families in increased participation in guidance activities related to supporting increased attendance and resolving disciplinary or clinical needs.
5. Our school has selected to work with the **external partners** Morningside Center for Social Responsibility to develop school-wide practices that are evidenced to increase attendance and academic participation.
6. Our **student leadership** activities engage a significant portion of the student body in high-profile engagement which includes commitments to meet attendance standards.
7. We focus resources around providing **families** with direct communication in writing, by phone, and by email regarding student attendance.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Faculty will engage in monthly review of attendance trends via regularly scheduled meetings.
2. Principal will engage in monthly review with attendance team to review the outcomes and initiatives that the team organizes.
3. The network team will engage in quarterly reviews of attendance performance data with the administration.
4. Our dean will engage in weekly reporting and information gathering regarding student attendance and contact advisors and families to follow up on these matters, providing the principal reports as needed.
5. External partners will review quarterly attendance information to track trends in student participation in their programs and increase/decrease in attendance.
6. Students will reflect on a quarterly basis on their attendance and academic participation through Academic Reflection pieces generated during their Advisory Family group time under the supervision of their Advisor.
7. Parent leaders will be engaged in an exploration of school-wide attendance goals through the monthly PA and SLT meetings. Family members

**D. Timeline for implementation and completion including start and end dates**

1. Before the end of the first quarter, faculty will switch to entering period attendance data each week data to track students' participation levels in their courses. Faculty serving as Advisors will engage in a monthly review with their Advisory family members regarding increases/decreases in their attendance levels. Advisors will ask students to engage in quarterly self-evaluation on their attendance patterns.
2. The Principal makes daily drop-in visits to classrooms to observe absence and tardiness. Throughout the year, the Principal will engage in a monthly review with the attendance committee around their findings. The principal will engage in weekly exploration with the faculty around the maintenance and development of engaging high quality course instruction to support attendance interventions.
3. The Network Team will review attendance performance data quarterly and advise our Administrative team on strategies as suggested by the attendance levels.
4. On a weekly basis through the year, the Dean will explore student attendance trends for all academic classes and prepare data, feedback, and suggestions for the administrative cabinet and attendance teams.
5. External partners will provide feedback and recommendations based a review of our cumulative attendance data, instructional data, and programmatic data twice during the school year- in January and April.
6. Student clubs and activities will begin in mid-November and continue through to early June. Student government will meet twice weekly throughout the year encouraging additional student activities.
7. Each quarter, families of students with attendance issues below the target individual and school wide average will be asked to sign letters, academic reports, and improvement plans regarding student attendance levels and related academic performance.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The school will purchase online software that will assist faculty in tracking and following up on student attendance data-- including Jumprope grading/attendance software and School Messenger family communication software. Faculty has agreed to voluntarily take on the communications duties associated with regular parent communication. The school will also gather and compile parent communication information to share with the faculty.
2. The Principal will align resources to provide time from the school business manager and the dean to support these initiatives.
3. The Network team will make quarterly on-site visits to discuss and explore methods for improving attendance. In addition, the network will provide coaching and support to our school team on how to deal with chronic or severe attendance cases, including aligning NYCDOE resources available to help with these matters.
4. Our Dean will organize a portion of his pupil related service time to focus specifically on the collection, review, and analysis of attendance data in consultation with other school staff or network team.
5. External partners will provide direct coaching and mentoring to share best practices to increase attendance that they have discovered among other schools with whom they work.
6. Student government will work closely with student clubs, faculty, and parents, to create school-wide opportunities that encourage, celebrate, or require increases in student engagement.
7. Family meetings with the parents/guardians of individual students with attendance problems will be held on a regular basis to connect families with school leadership.

Parent leaders in the PA and SLT will work with the administration to build in a social element at monthly parent meetings to encourage increased student engagement and family engagement among families that are struggling with attendance and school participation.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Bronx Collaborative High School is using communications software to support increased family involvement in the tracking of attendance data and the related elements of academic performance. Our school provides parents with mailed home copies of academic performance information that includes an assessment of attendance-related impacts on academics eight times per year. In addition, we have provided parents and students with information on how to access online software which tracks period-by-period daily attendance. We have also engaged school messenger software to offer an additional form of automated communication to families. All students are additionally assigned to Advisory Families with a faculty member who has taken responsibility to communicate with families around student attendance and academic performance needs.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | x | Title III | Set Aside | x | Grants |
|---|----------|---|----------|-----------|---|-----------|-----------|---|--------|
|---|----------|---|----------|-----------|---|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

ARRA/RTTT Funding is being used to support NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded formative assessments based on enhanced New York State Standards (including the Common Core Standards), including professional development in using information systems that track assessment outcomes; NYS-sponsored professional development activities to implement Response to Intervention (RTI).; and Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner’s regulations.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

For the 2013-2014 academic year, Bronx Collaborative will engage 80% of the student body to successfully pass two subject benchmark Performance Based Assessment Tasks in June 2014 that embed New York Performance Standards Consortium PBATs rubrics, and in turn Common Core State Standards. Students will be expected to demonstrate minimal capacity passes on these rubrics that are normally used for 11<sup>th</sup> and 12<sup>th</sup> grade graduation readiness assessment.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was shaped through the thought-partner work that occurred during the design and development and Office of New Schools planning institute period in the spring of 2013, during which the New York Performance Standards Consortium educators and the Institute for Student Achievement provided valuable planning services supporting our design of instruction and assessments which represented student performance skills. Students at schools in the New York State Performance Standards Consortium complete five graduation Performance Based Assessment Tasks as demonstration of their NYSED recognized readiness to graduate. These planning sessions identified the need to develop formative assessment opportunities in advance of these graduation requirements—which we have nicknamed “benchmark Performance Based Assessment Tasks.”

Intake sessions during the summer of 2013 provided student performance data from original Math and English diagnostic tasks, offering the school a glimpse of the skill levels of approximately 45% of its student body.

This goal was further defined based on the instructional needs elaborated within the research of Fred Newman, whose work defined a matrix around insuring that student performance was generated through a process of aligning pedagogy, assessment, and instructional tasks. Our faculty engaged in voluntary professional development activities throughout July 2013, during which they explored these issues of instructional alignment and the expectations of high academic standards embedded in performance based assessment. Faculty reviewed Common Core State Standards and connected these to existing long-term New York State approved benchmarks and graduation requirement standards of the Consortium of Performance Based Schools. In addition, faculty engaged in ongoing professional development with the Consortium regarding the design and moderation of performance based assessment tasks.

Initial assessments with instructional specialists from our network support team have informed our ongoing professional development plans and led to the design of a series of PD activities with our administration and faculty.

Planning work with our Consortium school partners, our Network, and our external/support organizational partners around the development of end of the year benchmark Performance Based Assessment tasks are being used in an ongoing inquiry-approach to the development and execution of these performance-based tasks and the preparation of students to successfully engage in these forms of assessment.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Faculty will work collaboratively through professional development inquiry cycles to develop and refine the student Performance Based Assessment Tasks and develop academic scaffolds to support students in preparing for the successful completion of these assessments.
2. Principal will work with teachers individually to develop their capacity to critically assess the alignment of their instruction, student work, and assessment tasks.
3. Network Team members will provide on-site mentoring through co-facilitation of professional development activities with the administration.
4. Families will be encouraged to direct involvement through the design of mandatory parent seats on the Performance Based Assessment Task evaluation panels.
5. External Partners will provide monthly support to offer professional development that increases the faculty and administration's capacity to design, revise, and execute a comprehensive performance-based assessment task series.
6. Students will participate in quarterly Interim Assessment projects which develop their skills and academic endurance and provide them with formative assessment to support their success with meeting end-of-the-year standards. Students will collect this work in an Interim Assessment Portfolio.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Faculty participate in a range of activities on a regular basis—weekly faculty meetings, monthly professional development, and quarterly specialized trainings from external partners.
2. Principal engages in weekly instructional leadership activities that provide direct supervision and mentoring of faculty members around performance based assessment and problem-based learning
3. The network team members offer on-site support through an ongoing professional development series.
4. The school families are engaged to examine and interact with our quarterly Interim Assessments and receive training to participate in our end of the year benchmark Performance Based Assessment tasks as evaluators.
5. External partners are supported through an alignment of ARRA and NYC DOE funds and provide professional development, coaching, and services to the faculty and administration.
6. Students use Advisory Family time to provide direct feedback on their own performance on assessments and establish strategic goals for continued success through an Individual Learning Plan Academic Review. Students also provide teachers individual feedback on assessments through in-class reflections.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Understanding by Design unit plans from faculty will be used as a self-evaluation tool through the lens of Fred Newman's research to provide critical friend assessment around their preparation of students for success with the performance tasks.
2. Principal supervision activities will provide teachers individual assessment regarding their alignment of instruction, assessment tools, and student work tasks. Principal review of quarterly Interim Assessment grades with faculty will be used as a predictive of students' success with Benchmark Performance Based Assessment Task activity.
3. Network team members will provide the administration feedback regarding their review of faculty portfolio and student portfolio work.
4. Families will provide feedback on the student work and understanding through their participation in academic family informational night events, through parent leaders roles on the PA executive board and School Leadership Team, and through the general parent body's roles as evaluators on panels.
5. External partners provide moderating feedback on our performance tasks through PD activities, site visits, and through their role as evaluators on performance task panels.
6. Students engage in mock preparation for benchmark performance tasks as part of their academic classes, providing ongoing data.

#### **D. Timeline for implementation and completion including start and end dates**

1. 1-6. Boxes A, B, and C offer a precise timeline of weekly, monthly, and quarterly timelines for implementation throughout the school year. Completion of activities in this goal will occur in June, when students participate in their benchmark Performance Based Assessment Task presentations and evaluations.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Using the backwards design instructional planning strategy, faculty members developed preliminary Vertical Plans regarding the “essential questions” that would guide courses and departments through a four-year run. Based on these goals, we have engaged an ongoing faculty professional development series to further explore and develop a series of quarterly Interim Assessment tasks that develop and require students to demonstrate key course skills and content understandings that are relevant to the end-of-year benchmarks set in each course. Faculty routinely refines the assessment tasks through inquiry groups/faculty meetings.
  - Principal supervision on a weekly/monthly basis offers direct coaching on the alignment of instruction/assessment tools/ and student achievement.
  - 4,5,6. As detailed in boxes A, B, and C, faculty will work collaboratively with Network Team instructional specialists, External Partners, and administration to develop and refine the process through which students will get formative assessment preparation that will build their skills to succeed with the year-end benchmark performance assessment task.
- Feedback from students and their families through quarterly events will support a diagnosis of interim preparation for these events.
- & 4. Families will be engaged to motivate students to succeed with their preparation for the performance based assessment tasks through the family members involvements in the informational and evaluative events that will familiarize them with these promotional requirements.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

As part of an ongoing strategy to increase parental involvement in our assessment process, the School Leadership Team and Parents’ Association will be collaborating with the school to host events that provided parent preparation to be involved as evaluators in school exhibition/roundtable/academic defense student presentations. This model, original developed at our sister school through a nationally-funded Family Involvement Grant by the Coalition of Essential Schools in 2000, serves to provide parents a direct and deep understanding of the academic expectations required of their children.

Participation in this process is anticipated to enrich the Parents’ Association and School Leadership Team’s involvement in planning and oversight activities

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| <b>x</b> | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> |  | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> |  | <b>Set Aside</b> | <b>x</b> | <b>Grants</b> |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

ARRA/RTTT Funding is being used to support NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded formative assessments based on enhanced New York State Standards (including the Common Core Standards), including professional development in using information systems that track assessment outcomes; NYS-sponsored professional development activities to implement Response to Intervention (RTI).; and Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner’s regulations.

**Goal and Action Plan #4**

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**

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

During the 2013-2014 academic year, the Bronx Collaborative high school faculty, families, and students will developing a comprehensive school social and emotional learning plan defining a student-parent-faculty compact for a safe school community grounded in Respect for All and SEL best practices.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Decades of research recognized by the Department of Education and the nationally recognized CASEL program evaluate the value of social and emotional learning programs. As part of the design and development phase of the school, we worked with the Morningside Center for Teaching Social responsibility and have developed an ongoing partnership to customize SEL school-wide planning development for our school. Through weekly on-site consultancy the Morningside Center for teaching social responsibility works with the school to customize and assess the SEL program needs based on a critical review of students’ actual developmental needs as seen through Advisory Family groups

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. At weekly faculty meetings and quarterly professional development activities, faculty engages in the further development of holistic discipline, restorative justice, and school wide SEL activities.
2. The administration have engaged in advanced training in holistic discipline, restorative justice, and SEL through the NYC DOE Respect For All funded training series and through consultancy from the Morningside Center.
3. The Network Team is consulting with the school on its development of SEL programs.
4. Families and engaged in an interactive discussion series on communicating with adolescents and the principals of social and emotional learning/holistic discipline/restorative justice.
5. External Partner support from the Morningside Center for Teaching Social responsibility provides weekly on-site consultancy from a trained expert in national and DOE best practices.
6. Students engage in learning concrete SEL skills through a comprehensive Advisory curriculum.

**B. Key personnel and other resources used to implement each strategy/activity**

1,2,3,4,5,6. The Morningside Center works with all school community constituencies to develop and revise our school wide SEL planning.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1,2,3,4,5,6. An initial school constitution was developed and shared with all students and families in August 2013 at a Bridge from summer program activity. A draft school-wide SEL plan will be presented to students, families, network, and partner organizations in February 2014. A final working document will be shared with the entire school community in May 2014.

**D. Timeline for implementation and completion including start and end dates**

1,2,3,4,5,6. All groups will engage in a year-long comprehensive design process. The working document will be established in February

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Faculty will engage in ongoing professional development provided by the Morningside Center for Teaching Social Responsibility.
2. The principal is engaged as a member of the 2<sup>nd</sup> cohort of Smart School Leaders. This provides STAR factor coaching, ongoing mentoring, and a peer group of principal leaders. The principal also participates in monthly meetings of the Untenured Principals leadership team at the CFN level to share social and emotional learning best practices. The Principal also reviews the progress of faculty on administering the Advisory SEL curriculum.
3. The Network team is working closely with the multiple principals of CFN 102/113 who are involved in the Smart Schools Leaders project. The principal also participates in monthly meetings of the Untenured Principals leadership team at the CFN level to share social and emotional learning best practices.
4. Families are engaged through Parent Leadership Activities to participate in the design of SEL
5. External partner Morningside Center provides on-site coaching of faculty and administration through weekly activities. The Morningside consultant works closely to customize and redesign existing Advisory and other SEL curricular options.
6. Students participate in circles one to two times per week using The *Be the Change* Morningside Center Advisory to build SEL skills.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To support increased parental involvement, our school is working closely with the Morningside Center for Teaching Social Responsibility to provide multiple opportunities for parents to interact with trained student leaders and trained faculty members around the social and emotional learning practices co-created by the student and faculty leadership teams. At these events parents will be exposed to a range of informational and interactive experiences with community building, holistic discipline and restorative justice methods.

In addition, members of the Parents' Association executive board and parent members of the School Leadership Team will engage with trained faculty members and administration in social and emotional learning trainings and planning activities so that they are fully able to participate to represent their constituency in the development of the school wide SEL plan.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                 |          |                 |                  |          |                  |                  |          |               |
|----------|-----------------|----------|-----------------|------------------|----------|------------------|------------------|----------|---------------|
| <b>x</b> | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> | <b>Set Aside</b> | <b>x</b> | <b>Grants</b> |
|----------|-----------------|----------|-----------------|------------------|----------|------------------|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

ARRA/RTTT Funding is being used to support NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded formative assessments based on enhanced New York State Standards (including the Common Core Standards), including professional development in using information

systems that track assessment outcomes; NYS-sponsored professional development activities to implement Response to Intervention (RTI).; and Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner’s regulations.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

N/A

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

N/A

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. N/A

**2. Key personnel and other resources used to implement each strategy/activity**

1. N/A

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

4. N/A

**5. Timeline for implementation and completion including start and end dates**

1. N/A

**6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. N/A

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

N/A

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

|  | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
|--|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

N/A

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | Academic/Technical Writing Workshop; Peer Editing; Close Reading; Annotation Exercises; Creative Writing Exercises; Persuasive Writing/Thesis Writing Training  | Small Group; Tutoring  | After School   |
| <b>Mathematics</b>  | Differentiated Monthly Math Challenge Problem workshop;   | Small Group; Tutoring  | After School   |
| <b>Science</b>  | Lab Report Support; Research and Presentation Editing Workshops   | Small Group; Tutoring  | After School   |
| <b>Social Studies</b>   | Primary and Secondary Source Analysis; Annotation and Map Usage Exercises; Journalism Analysis and Writing Workshops; Essay Writing Workshops   | Small Group; Tutoring  | After School   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Masters Intern Counseling Support; Peer Counseling Program; Montefiore Health Clinic Mental Health services; Youth Leadership Restorative Justice Committee; Dean and Principal Administrative Guidance Meetings; | Small Group; Tutoring  | During School; After School  |

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |          |   |
|--|----------------------------------|----------|---|
| Indicate with an "X" your school's Title I Status. |                                  |          |   |
|  | <b>School Wide Program (SWP)</b> | <b>X</b> | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |          | <b>Non-Title I</b>                      |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Weekly faculty meetings provide high quality professional development. Faculty participate in both a formal weekly portion and a voluntary extended staff professional development session to insure two hours per week of professional development provided as a group with additional one-on-one mentoring and administrative supervision. Recruitment activities for year one and two include an open invitation for prospective faculty to see the teaching and classroom operations that occur and the sister school which our instructional model replicates and to view our own classrooms.

Administration engages faculty on a weekly basis through supportive "advisory" activities that enrich the supervision process to be formative in nature. Teacher support and development is provided by the principal through routine observation, one-on-one meeting times, and extensive professional development activities.

Assignments for faculty for the 2013-2014 school year and limited to a single course preparation for most faculty members. In addition, curriculum for their 6-R administrative duty of Advisory is developed through collaboration with an organization that has provided technical support to the Department of Education for over 30 years around advisory and social and emotional learning activities, and is nationally recognized as having top programs according to the CASEL research project.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers and staff members at the Bronx Collaborative High School also engage in external work with the New York State Performance Standards Consortium which provides a rich ongoing professional development with highly engaged peers all committed to high achievement among students on state-recognized Performance Based Assessment Tasks that meet and exceed Common Core State Standards.

Principal participates in monthly network team support activities, monthly meetings of the New York State Performance Standards Consortium, and a DOE MOSL related working group for concerned principals around teacher evaluation and its connection to student work and achievement.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

ARRA/RTTT Funding is being used to support NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded formative assessments based on enhanced New York State Standards (including the Common Core Standards), including professional development in using information systems that track assessment outcomes; NYS-sponsored professional development activities to implement Response to Intervention (RTI).; and Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner's regulations

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

N/A

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

Targeted Assistance program resources are used to supplement the academic needs and insure academic success among the students who meet federal criteria for poverty. These resources support the provision of academic supplies, the presence of additional computing/printing options for Title 1 eligible students, the design of hands-on high quality inquiry-based curriculum design, and the provision of after-school and weekend teacher-provided tutoring and direct support to students

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Our school engages Targeted Assistance Title 1 funding to ensure that faculty are able to plan, execute, and tutor students around their participation in a hands-on rigorous inquiry-based curriculum. Our school embeds problem-based learning tasks that introduce students to a range of real-world organizations in an effort to solve challenging phenomena. Our school's motto is "Solve a Problem. Change the World!" Our model provides truly differentiated multi-modal learning and utilizes TA to supplement students' support to be successful in meeting these college-preparatory standards. We engage students in Performance Based Assessment Tasks that are NYS recognized and provide ongoing support and tutoring to help them be successful with these extensive research, writing, and presentation requirements in each discipline.

In addition, we engage faculty in a range of professional development through pairing TA support and ARRA/RTTT support to ensure that faculty is provided high-quality training around students' social and emotional learning needs, advanced assessment techniques supporting CCSS, and RTI infused techniques to support students' specialized learning needs.

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|  |                      |                          |
|--|----------------------|--------------------------|
| District <b>10</b>                                 | Borough <b>Bronx</b> | School Number <b>351</b> |
| School Name <b>Bronx Collaborative High School</b> |                      |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|  |                                  |
|--|----------------------------------|
| Principal <b>Brett Schneider</b>                             | Assistant Principal <b>N/A</b>   |
| Coach <b>N/A</b>   | Coach <b>N/A</b>                 |
| ESL Teacher <b>Suleika Dotel</b>                             | Guidance Counselor <b>N/A</b>    |
| Teacher/Subject Area <b>Gabriella Hernandez/ History</b>     | Parent <b>Ana Padilla</b>        |
| Teacher/Subject Area <b>Valerie Coleman/ Special Ed</b>      | Parent Coordinator <b>N/A</b>    |
| Related Service Provider <b>N/A</b>                          | Other <b>Tasha Eapen/Science</b> |
| Network Leader(Only if working with the LAP team) <b>N/A</b> | Other <b>N/A</b>                 |

### C. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>1</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>1</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |           |                      |           |   |               |
|--|-----------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>99</b> | Total number of ELLs | <b>17</b> | ELLs as share of total student population (%) | <b>17.17%</b> |
|--|-----------|----------------------|-----------|---|---------------|

## Part II: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

|  |   |  |                                       |
|--|---|--|---------------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            | If yes, indicate language(s): Spanish |
| Dual language program                    | Yes <input type="checkbox"/>            | No <input 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 # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   | 1 |    |    |    | 1       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| Discrete ESL class   |   |   |   |   |   |   |   |   |   | 1 |    |    |    | 1       |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0  | 0  | 0  | 2       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |   |                                |   |
|-----------------------------|----|--|---|--------------------------------|---|
| All ELLs                    | 17 | Newcomers (ELLs receiving service 0-3 years) | 6 | ELL Students with Disabilities | 5 |
| SIFE                        | 1  | ELLs receiving service 4-6 years             | 3 | Long-Term (completed 6+ years) | 6 |

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 SWD. ①

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           | 6   | 1    | 0   | 3   | 0    | 1   | 6   | 0    | 4   | 15    |
| Dual Language | 0   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 0     |
| ESL           | 1   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 1     |
| Total         | 7   | 1    | 0   | 3   | 0    | 1   | 6   | 0    | 4   | 16    |

Number of ELLs who have an alternate placement paraprofessional:

### 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     |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          | 16        |          |          |          | 16        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| <b>TOTAL</b>                                   | <b>0</b> | <b>16</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>16</b> |

\*EP=English proficient student

| 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       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |

**Dual Language (ELLs/EPs)  
9-12**

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 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      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Chinese      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   |   |   |   | 1 |    |    |    | 1     |
| Haitian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0  | 0  | 0  | 1     |

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) |   |   |   |   |   |   |   |   |   | 4 |    |    |    | 4     |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |    |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   | 8  |    |    |    | 8     |
| Advanced (A)  |   |   |   |   |   |   |   |   |   | 5  |    |    |    | 5     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0  | 0  | 0  | 17    |

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

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    | 0     |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 5                     |         |    |         |    |         |    |         |    | 0     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 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 (SWD) |         |    |         |    |         |    |         |    | 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Since we are a high school, in order to assess the early literacy skills of the English Language Learners we use the Language Assessment Battery Test (LAB R) in both English and if applicable Spanish. Students admitted before the start of the school year were administered a Math and an English Diagnostic to support their teachers in understanding previous skill levels in literacy and numeracy. These tests give us insight into our ELL students English and for Spanish speaking ELL's their native language proficiency. The data given is used in order to guide teacher instruction and curriculum.

At Bronx Collaborative, we use Performance Based Assessment Tasks to support a robust evaluation of student learning. Within each course, on a quarterly basis students are given Interim Assessment projects that require a range of speaking, reading, and writing. Teachers use rubrics to assess students in each of these dimensions. Our students have currently completed one quarter of Interim Assessment projects. We are currently meeting on a weekly basis for a 9 week period running a Looking At Student Work (LASW) protocol with support from our CFN ELL, Special Education, and Instruction team members. We expect this process to help us further analyze the students' performance skills and develop additional scaffolding techniques to fully support the specific individual performance levels of our ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Since we are a new high school, we can only evaluate our proficiency levels across the ninth grade. Looking at the data, our number of Beginner and Advanced students added together is equal to our total number of Intermediate students-- who represent half of our ELL population. To support students across the proficiency levels, we have designed a classroom with differentiated supports-- adding an additional educator with ELL experience at the private collegiate level to work with our ELL specialist. This has allowed us to refine our ESL content within the TBE program to support students with a range of Speaking, Listening, and Writing abilities. Additionally, our project-based content and our focus on group work has allowed greater differentiation and allowed students to support each other.

The TBE program thereby focuses on provided our beginner ELL students with the foundational skills they needs in both English and Spanish while also providing a range of opportunities for Intermediate and Advanced students, engaging them in higher level challenges. For the students whose native language is Arabic, he receives foundational English skills through our English as a Second Language program in which classes are offered through content and stand alone ESL classes. :

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At the moment we are not able to respond to this question since the NYSESLAT modalities scores were not released by New York state

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. At the moment we are not able to respond to this question since the NYSESLAT modalities scores were not released by New York state. : In addition, although we have graded students for their 1<sup>st</sup> quarter-- we do not believe enough data points are in their initial cycle project to authentically assess students' patterns.

Contrasting students' first cycle grades in English dominant vs. Spanish dominant courses, students' individual grades are consistently similar across all subjects.

B & C. We do not do the Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Since we are a high school we are not currently required to use the Response for Intervention framework. We do adapt principles of the RTI approach-- insuring that schoolwide interventions aimed at 85% of the student population around skills are paired with the more intensive supports for the 10% that need it, and a layered set of comprehensive interventions for the 5% that most need the

support.

With our school, the school-wide intervention takes the form of introducing all students to a range of techniques aimed at supporting ELL and Special Education learners-- front loading, graphic organizers, increased wait time, multiple modalities for expressing ideas through writing/visual/presentation/etc.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to ensure that each student's second language development is considered in instructional decisions, Bronx Collaborative High School provides all staff with professional development in second language development theory and methods at the beginning of the school year. To help inform their instruction, data from the RLAT and RNMR are shared with the staff to inform them of student proficiency levels, SIFE designation and years of service. Most of the content classes are co-taught with an ESL trained teacher in order to ensure that ESL methodologies are used when delivering instruction. Our weekly Monday faculty meetings provide ample time to look at student work and share best practices for teaching ELL students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

We do not currently offer a dual language program at Bronx Collaborative High School.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our Transitional Bilingual Program began in September 2013. As of yet, we do not have any annual or year-end data with which we can evaluate program effectiveness. Our courses are annualized and students are required to complete a portfolio of work. Too little of that portfolio has been completed as of the current data meaning the interim assessment data can not be extrapolated as a predictive.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a new student arrives at the school, they are greeted by the School Business Manager, Juan Guzman Puerto, who is fluent with Spanish- the primary language of the vast majority of our ELL students to date. During student registration, he has the student's family complete Emergency Contact cards and distributes the Home Language Identification Survey. Mr. Guzman Puerto first works with parents/guardians to understand the program options available and supports families with a tour of the school and description of the program. To complete the HLIS, the families and the students are interviewed by either Gabriela Hernandez, our bilingual history teacher or Ms. Suleika Dotel our ESL teacher to help determine whether the student is eligible to take the LAB-R. When the Coordinator/designee does not speak the native language of the student and parent/guardian, and requires translation assistance we work with other staff member fluent in the native language, or use the DOE Translation and Interpretation Unit to conduct the oral interview for screening and HLIS administration. When applicable, Ms. Dotel, the ESL Coordinator administers the LAB-R within 10 days of enrollment to determine if the student is entitled to ESL services and if so, what is the appropriate placement. When the students' home language is identified as Spanish, they are also administered the Spanish LAB. The Coordinator or designee also organizes administration of the school's initial English language placement assessments for ELLs, during the summer for Incoming Freshman or after screening for HLIS & LAB-R eligibility.
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.  
When students have been designated as eligible for ESL services they are presented with materials describing the three program choices. We then invite parents in for an orientation session, lead by our ESL teacher Suleika Dotel, to show the DOE video in the

native language of the parent. Additionally, parents are familiarized with the three programs through the distribution of materials provided by the New York City Department of Education in the students' native languages if available. Bronx Collaborative offers a Freestanding ESL program and a Transitional Bilingual Education program. This is also explained at this time. During these orientations parents complete the parent choice survey. A copy is kept on file by the ELL coordinator.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

If students did not pass the LAB-R, entitlement letters notifying parents are sent home with students and mailed home. In addition, entitlement letters and continuation of services letters are sent out to parents by mail and sent home with their child, when results from the NYSESLAT arrive. Parent Survey and Program Selection letters are collected from parents during their initial orientation, and are kept on file in the students' cumulative folders. When necessary, Parent Survey and Program Selection letters are distributed and collected during school events. Our ESL Coordinator, Suleika Dotel, makes every effort to have a one to one meeting with the parent/guardian in their native language and with translated materials provided by the DOE, to ensure that they are aware of program choices and complete a Parent Survey fully. Upon distribution, copies of all forms and letters are kept in the students' cumulative folders and on file with the ESL coordinator. When necessary, our ELL coordinator calls parents to introduce the form and lets them know that they must be completed and returned to the school. Once collected, these are kept on file by the ELL coordinator.

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.

Parent Survey and Program Selection forms are collected by the ESL Coordinator/designee. The ESL Coordinator/designee provides an orientation to the DOE's programs for ELL during orientation. This includes a viewing of the Parent Orientation Video and the ELL Parent brochure in the native language, when available in the native language at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>, or with translation assistance when materials in the native language are unavailable from the DOE. Completed Parent Survey and Program Selection forms are collected and filed by the ESL Coordinator/designee for all students eligible for the LAB-R in the academic year. The criteria for placement in a bilingual or ESL instructional program is based on parent choice, according to the Survey and Program Selection forms, and the students' English proficiency level determined from the LAB-R. Once of a student is determined to be eligible for ESL services, entitlement letters are sent home to the parents. Copies of these letters are kept on file with the ELL Coordinator and in the students' cumulative folders. If a parent chooses a dual language program, we will contact the Office of ELLS via their email address ([ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov)) and attempt to find an alternative placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Ms. Dotel, the ESL coordinator, organizes the administration of the NYSESLAT examination in the spring. She verifies eligibility for the exam based on the data from the RLER report on ATS. She communicates this information to teachers via a calendar which details what students are going to be tested and on which dates they will be receiving each part of the NYSESLAT. Students are pulled out by the Ms. Dotel and are administered the speaking section of the NYSESLAT. The listening, reading, and writing each of designated days in which all students are tested. All testing information (test, answer sheets, etc) is stored in a secured facility until the day of the test and in order to ensure the tests integrity.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Our ELL Coordinator, Ms. Dotel, regularly monitors parent choice. At Bronx Collaborative High School we provide our students with both a ESL and Transitional Bilingual Education program. Due to the fact that we have a significant native language Spanish group, trends indicate a sizeable parent enrollment choice for a transitional bilingual program at the school. This year, the parent of our Arabic student elected for him to participate in a stand alone ESL program at our school. Being that we offer both programs we are aligned to parent program choice. If parents were to choose a dual language program, the ESL Coordinator/designee or school administration would work with Borough enrollment to support families exploration of a placement that meets their childrens' needs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

A & B, All students in our ELL program are assigned to the maximum required amount of programmatic support, with 11 periods of ESL support services. For all of our TBE students, this is in addition to their Native Language Spanish course and their bilingual History Course. In addition, we have hired a teacher experienced with ELL collegiate and adult populations who is licensed in Science. She teaches the Science course with a Special Education specialist in the room, and she also serves as a second teacher in the room for our Math course. As a result of pairing every core period with a second teacher specializing in the content or special education, we have achieved a Collaborative Team Teaching-style approach in our ELL program providing students with additional learning supports.

This design ensures students at all levels receive the New York State-mandated ESL/ELA allotted instruction time mandated for Beginners and allows for greater differentiation within the classroom.

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)?

All ninth ELLs students in the stand alone ESL program take two 48-minute courses in English as a Second Language, five days per week, with licensed ESL teachers and an additional 11th period of ELL supports. This amounts to over 528 minutes per week of ESL instruction, which exceeds the weekly mandated number of minutes for Advanced and Intermediate ELL by CR Part 154.

Students who receive instruction using the TBE model also receive all of their mandated minutes according to CR part 154. All students in the TBE program receive two 48-minute English as a Second Language daily, given five days per week for a total of 480 minutes, with a licensed ESL teacher and a content-English specialist. One period delivers the school-wide English content

curriculum with the content specialist team-teaching while the other period provides targeted and contextualized ESL support for the project based curriculum. In addition, an 11th period of ESL targeted to science/math and technical communication is included for all students in the TBE program. Additionally, our ELA content area teacher provides content study through ESL methodologies and materials specifically designed for ELL. Students receive global history classes in their native language. In addition, students in the TBE model receive 48-minute Spanish for Native Speakers four periods a week. ELL's in the this model also receive language support through a stand alone advisory support class which meets for 15 minutes, 5 days a week with a licensed Spanish-speaking ESL teacher to provide an additional 45 minutes of ESL and native language instruction. These courses are aligned to State ESL, ELA, and Social Studies standards. The courses focus on the development of the listening, speaking, reading and writing skills in English language while addressing literature (both fiction and nonfiction) and literacy.

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 foster language development and meet the demands of the Common Core Learning Standards.

The Transitional Bilingual program delivers content area instruction in Spanish and English for history and native language arts. Since the mix of students in the class is heterogenous, the percentage of native language delivery began around 80% to support all students needs. The teachers are focused on making the change to transition levels as quickly as possible. On a daily basis, the group work in our instructional model supports students in preparing for transitional changes at a quicker pace. The Transitional Bilingual classes teach students English language as well as Native language proficiency through content with teachers adapting their instruction to ensure students comprehension. Teachers use content lessons to convey vocabulary and language structure in both languages. Teachers in science, math, ELA and history include a variety of practices to differentiate and provide students entry points into our Common Core aligned curriculum, such as the use of graphic organizers, brainstorming, literacy circles, interactive bulletin boards, vocabulary building, dual language textbooks, visuals, dual language presentations and translations. In the Freestanding ESL program students are taught their core subjects in English and receive ESL instruction utilizing the same practices.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs are appropriately evaluated in their Native Language through informal and formal oral assessments by the ESL or bilingual content teachers and the students' aggregate quarterly interim assessment performance-based assessment tasks. These task are designed to assess all four modalities in the students' native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are appropriately evaluated in their English acquisition by their ESL, English content, and bilingual content teachers through aggregate quarterly interim assessment performance based assessment tasks that embed all four modalities into the range of portfolio activities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

To support SIFE and the widest range of ELL needs across years of service and proficiency levels, we use a series of school-wide interventions as part of our core pedagogical strategies which include:

There are several components which are essential to the success of our program:

Our classrooms make heavy use of technology- SmartBoards, laptops, and iPads, enabling students with ELL needs to participate in a range of video, audio, and textual activities that support their greater language acquisition and self-expression.

The technology also supports a range of front-loading opportunities

The technology provides students with the ability to engage in low-stakes verbal, written, and visual (video) self expression on a regular basis creating greater comfort and experience with English-language communication.

Our ESL courses mirror the project-based curriculum of all other sections of our English curriculum which applies real-world problem solving to motivate and challenge students.

Our Advisory sessions twice per week provide ELL students with the opportunity to develop their communications skills by addressing social studies issues with an eye toward the social and emotional impact of these issues-- bullying, AIDS, police brutality, etc.

Our courses in all subjects provide students with regular opportunities to speak publically, make video documentary footage and persuasive commercials, and interview. These projects help our ELL students advance their skills.

All students benefit from the Advisory structure and the school's commitment to technology and social and emotional learning.

a. Sife students are initially evaluated to determine both their language proficiency as well as their skill level. These findings will determine the level of classes and the academic intervention support necessary to supplement their classes. Within the classes, teachers will differentiate to take into account the lower skill levels as well as their language development. Our SIFE student receives extra support through the Advisory Structure.

b. ELLs in the country for less than three years will receive placement testing to determine specific ESL class levels as well as skill level assessments in both languages. The data will be used to create programming, classes and curriculum to support their education.

c. ELLs who have received services for four to six years will be monitored to determine if their language acquisition is at the expected rate of progress. Furthermore, in order to properly instruct these students, a determination is made by the administration, guidance counselors and educators as to whether their proficiency is merely a surface conversational proficiency - they have basic interpersonal communication skills (BICS) whereby students respond to contextual or paralinguistic cues, or cognitive language academic proficiency (CALP). If it is a surface conversational proficiency then further testing will be necessary to determine if the delay in language acquisition is due to other factors such as the inability of the student to respond to higher cognitive demands such as writing or intellectual discussions. If the delay is skill based and not language based then these students will be targeted for AIS in all content areas. If the delay is language, then more exposure to the English language is built into the students program.

d. The plan for the long term ELL is to further test the reason they have not attained English Language Proficiency. They will be tested in both languages to determine skill levels as well as intense ESL instruction in the summer and on Saturdays. The ESL instruction will be differentiated to focus on strengthening cognitive skills as well as linguistic abilities in both languages.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

As described above, we utilize a team-teaching model throughout the core curriculum to ensure that SWD and general education students in the ELL TBE section are receiving maximum support for both academic content growth and English language development. Our secondary specialists add a range of ELL and subject-content skills within the course and enhance the group-work activities that are central to our instructional model of problem-based learning, technology, and social/emotional learning. Instructional strategies include previewing target text, teacher modeling of oral reading, oral reading prompts, visual, spatial displays, text look back strategy, story mapping, context clue skill training, and story retelling, rubric assessments, brainstorming, prewriting and drafting.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Currently, all ESL-SWDs are provided supports through an ICT model. Most core content-area classes for both our monolingual and TBE groups have two teachers to support student learning and to help SWDs reach the goals on their IEPs. This creates a least-restrictive environment which enables us to maximize the time these students have to interact and work collaboratively with their non-disabled peers.

As mentioned earlier, computer software in literacy and multimedia technologies have been very useful, especially in working with SWDs. Our extensive use of video and audio projects-- utilizing editing software helps provide the rare kinesthetic and tactile experiences, which provides additional modes of expression and engagement for SWDs.

Not only are students able to work at their level on the reading assignments, there is an added level of engagement as they are interacting with the computer. We have a variety of classroom texts. Teachers customize text packages for each class like college "readers" do-- teaching the course through personally selected texts and teacher created handouts.

**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area    | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | Spanish                    |                    |                            |

**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

|                 |         |  |  |  |
|-----------------|---------|--|--|--|
| Social Studies: | Spanish |  |  |  |
| Math:           |         |  |  |  |
| Science:        |         |  |  |  |
| Advisory        | Spanish |  |  |  |
|                 |         |  |  |  |
|                 |         |  |  |  |
|                 |         |  |  |  |

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

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

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

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

**Native Language Usage and Supports**

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

| <b>Native Language Usage/Support</b> | <b>Transitional Bilingual Education (TBE)</b> |
|--------------------------------------|---|
| 100%                                 |   |
| 75%                                  |   |
| 50%                                  |   |

|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 25%  |                  |                     |                 |
|  | Dual Language    |                     |                 |
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
|  | Freestanding ESL |                     |                 |
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| 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

9. 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.

Targeted intervention programs for ELLs in ELA, math, and other content areas include: ESL push-in and/or pull-out as needed, flexible groupings, and Saturday school and after school tutoring. All of our school's intervention services are offered in both English and Spanish. Our intervention programs are available for ELLs struggling to pass their classes and/or acquire English at the expected rate of progress.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program.

11. What new programs or improvements will be considered for the upcoming school year?

We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program in order to access new programs for the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The ELL program at Bronx Collaborative High School allows ELLs equal access to the same curriculum as English-proficient students. Content teachers work together on lessons, projects and assessments to ensure that ELLs are receiving the same materials and information as their native English speaking peers. This equality has been achieved largely because of emphasis on teacher collaboration, which is a consistent and high-quality feature of this program. ELLs are encouraged to attend both after school tutoring and curriculum at other times. ELLs also participate fully in clubs and sports that are offered both at the Clinton campus. In fact, our curriculum has supported students so effectively, that our student government president is a member of the ELL TBE section who was able to be supported through the course project that was used to form student government.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is a big part of Bronx Collaborative High School. Each room is equipped with a dual-touch SmartBoard that allows teachers to show video, engage students with on-board writing, and to showcase their presentations. In addition, it supports the use of audio presentations or audio accompanying textual elements.

Our subject courses focus students on developing a range of technology skills. Students learn skills to operate the Microsoft Office Suite (Word, Excel, Powerpoint) along with iMovie as a cornerstone to many of the subject-courses' multimedia requirements.

We use a variety of levels of ESL textbooks and workbooks that focus on the four language skills. In the content areas we have purchased texts to supplement the curricula that are written at various literacy levels. To facilitate our push for more independent reading we have added more high interest books for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects. We have bilingual translation dictionaries in all the native languages of our students and have ample supplies of Regents content glossaries in all languages.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support in Spanish is provided through a well-planned TBE program. Assessment and data driven instruction is planned collaboratively by NLA teachers and content teachers. Although we have a general four year plan guide for development, students are ultimately programmed and progress based on teacher feedback. Bilingual dictionaries, glossaries, native-language texts (when available) and computers are accessible to students to help support the students in both TBE and ESL.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Currently, we service only ninth grade ELLs. Services and resources correspond to ELLs as needed regardless of ages and grade levels; students are provided with a combination of push-in and pull-out ESL and TBE support that provides us with the flexibility to meet their specific needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs who arrive before the beginning of the school year participate in the annual individual orientation- a two hour intake session. These sessions and materials are provided in native language for both students and parents. A multi-day Bridge from Summer event was held to further held before school started to provide students an opportunity to learn school values and our model for learning.

Students who enroll at the beginning of the school year receive an equivalent orientation by meeting with individual members of the faculty and support staff. Our social work interns continue to monitor students' process of adjustment to the school and to the country. Classroom teachers are the key to observing students as they acclimate. With our weekly departmental conferences, in all content areas we are able to discuss these students individually and monitor their adjustments. Finally, we all communicate with the parent or guardian of these newly enrolled students.

18. What language electives are offered to ELLs?

Students are taught Native Language Spanish.

19. For schools with dual language programs:

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

We do not offer a Dual Language Program at Bronx Collaborative.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All staff at Bronx Collaborative participate in weekly Monday professional development sessions for two hours . Since ELLs make up nearly 20% of the school, our sessions will deal with issues specific to this population. Topics include: student-level data analysis, creating of cognitive scaffolding, project-based assessment for ELLs, strategies for modifying whole-class assignments, introducing textbook strategies for content-area classes, and development of language skills across the disciplines through interdisciplinary projects.

We approach these skills in the context of Looking at Student Work (LASW) protocols.

This year, teachers will be trained on how to create projects aligned to both Common Core State Standards and the State learning standards which incorporate academic language and assessment rubrics. Our work is focused by Fred Newman's research

2. All staff at Bronx Collaborative High School, including those who are involved with ELLs, are encouraged and given opportunities to seek Professional Development pertinent to the Common Core Learning Standards outside of what is already offered within our weekly PD sessions. Thus far, our Math teacher, ELA, Science, History, Spanish, ESL teachers, and Special Education teacher have all participated in off site Professional Development training concerning Common Core Learning Standards. These PD sessions have been mostly offered by the New York Performance Standards Consortium.

These off site trainings on how to implement the Consortium standards, a predecessor that provides parallel CCLS standards, and supports a practice-based understanding to support our ELL students. These PD activities will continue to be made available throughout the year and teachers who attend such trainings are then to turn key all relevant information to the rest of the staff members during our weekly PD sessions. It must also be reiterated that all staff members are mandated to attend a weekly 120-minute training with our administrators and outside support systems in order to update our understanding and implementation of the Common Core Learning Standards.

3. All pedagogical staff at Bronx Collaborative High School in the TBE program have a second teacher in the room in order to provide advanced support to students during content courses.

To support the faculty and staff in best understanding ELL students' transition to high school, we provide a range of interactions through which ELL students can share their social and emotional needs and give voice to their educational challenges-- these include our Advisory course and a Bridge from Summer 2-day event preceding the start of the school year.

4. All staff have completed and exceeded the 7.5 minimum ELL training hours. Our transitional bilingual program and the ESL teachers continue to participate in professional development offered by the NYCDOE, New Visions and other organizations focused on ELL methodology and support. Therefore, their pedagogical strategies remain current and effective. Records are maintained by the school payroll secretary and copies of Agendas from PD meetings as well as certificates of completion at training programs/workshops are kept in each teacher's personnel file at the school.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. All staff at Bronx Collaborative High School are asked to maintain an open communication with the parents of our ELLs either via telephone, email, or face to face meetings. In addition, all parents received an initial package of welcome in English and Spanish from all teachers of our school informing them of rules, expectations, and contact information for all staff members. Also, parents have unlimited access to a school-wide used grading and communications software (Jumprope) in order to encourage a deeper involvement with their students' education. Furthermore, our school has successfully begun a Parent-Teacher Organization that includes parents of our ELLs as active members.

In these meetings, bilingual staff members and a bilingual SLT member are always present in order to provide translation assistance and to encourage ELLs' parents to be more involved and communicative. Also, as a staff, Bronx Collaborative has agreed to host a variety of activities that are geared towards the involvement of ELL parents. Such activities as family potluck parties with childcare to celebrate relevant holidays (Thanksgiving, Christmas).

2. Since we are a new school in its first year, we are actively working towards building partnerships with different agencies and Community Based Organizations in the area.

3. As a new school, we are beginning a PTA which we will use as a vehicle for parent feedback and change. Feedback from these meetings, as well as the School Leadership Team meetings, will inform us of the needs of parents. We also hold academic and disciplinary meetings with parents frequently. These one to one meetings allow parents of at risk students to give their feedback of school policies and decision making.

After noticing parents struggling to attend initial parents' meetings, our PTA and SLT have divided up the school's Advisories by identifying five Advisory parents to personally call between 15-25 parents each. These more personalized phone calls include matching bilingual parents to the bilingual or Spanish-dominant parents. From these phone calls, parents are organizing several social events at which we expect to have more significant face-to-face time to learn about parents' needs directly.

4. Parent meetings ensure that parents have all information they need about ELL programs, graduation requirements and the progress of their individual child. Also, cultural activities such as the international dinner encourage involvement and facilitate the feeling of being welcome in their child's school. A member of our bilingual staff is always present to provide translation assistance to the parents. In addition, materials are translated in both English and Spanish when necessary.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Bronx Collaborative High Schoo**

**School DBN: 10X351**

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

| Name (PRINT)       | Title                | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Brett Schneider    | Principal            |           | 1/1/01          |
| N/A                | Assistant Principal  |           | 1/1/01          |
| N/A                | Parent Coordinator   |           | 1/1/01          |
| Suleika Dotel      | ESL Teacher          |           | 1/1/01          |
| Ana Padilla        | Parent               |           | 1/1/01          |
| Gabriela Hernandez | Teacher/Subject Area |           | 1/1/01          |
| Tasha Eapen        | Teacher/Subject Area |           | 1/1/01          |
| N/A                | Coach                |           | 1/1/01          |
| N/A                | Coach                |           | 1/1/01          |
| N/A                | Guidance Counselor   |           | 1/1/01          |
|                    | Network Leader       |           | 1/1/01          |
|                    | Other                |           | 1/1/01          |