



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** BRONX COMMUNITY HIGH SCHOOL

**DBN (i.e. 01M001):** 08X377

**Principal:** FLORA GREENAWAY

**Principal Email:** [FGREENA@SCHOOLS.NYC.GOV](mailto:FGREENA@SCHOOLS.NYC.GOV)

**Superintendent:** CARRON STAPLES

**Network Leader:** BARBARA GAMBINO

**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
Flora Greenaway	*Principal or Designee	
Francis DSouza	*UFT Chapter Leader or Designee	
Michelle Vega	*PA/PTA President or Designated Co-President	
Carmen Yance	DC 37 Representative, if applicable	
Christian Vega Megan Sanchez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Chaim Szachtel	CBO Representative, if applicable	
Francis Rollins	Member/	
Donna Reid	Member/ I	
Courtney Kelly	Member/	
Sheila James	Member/	
Ruth Wise	Member/	
Marlene James	Member/	
David Aguila	Member/	
	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>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
	▪ 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>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</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.

To improve teacher quality and effectiveness and student performance by exceeding our current NYS Education estimated performance by a 1% increase in the percentage of students scoring a 65% or above on the English Regents examination from 74.51% to 75.51 and from 56.883% to 57.883% in the Mathematics Regents examinations by June, 2014.

### 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.

Based on the results of the English and Mathematics Regents examinations, we will provide the support necessary for the improvement of teacher quality and effectiveness and student performance.

### 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. This school year, we will focus our instruction around assessment and questioning and discussion techniques in the classroom. Differentiation and the use of data will continue to be paramount to our work as we move forward.

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

1. This school year, we will continue our instructional focus on literacy across content area, assessment, questioning and discussion techniques in the classroom, multiple entry points to learning, outcomes based learning and grading, and the use of data will continue to be paramount to our work as we move forward.
2. Our school is also focusing on service through leadership to develop the capacity of our students. We have employed the following strategies to ensure that our students develops the necessary academic and social skills:
  - Classroom instruction that affords our students multiple entry points
  - Pathways to college
  - Service Through Learning
  - Mentoring
  - Tutoring
  - College and career counseling
3. Our department teams will meet bi-weekly
4. Our teacher teams meet weekly
5. Our staff provides tutoring for all students during, and after school
6. Our staff meets three days per week for professional development
- 7.
8. The department meetings are designated for the staff to meet to discuss and revise curriculum and unit planning in all content areas.
9. Curriculum map will follow the spiral design in order to ensure that skills are re-visited in varying degrees of complexity both vertically and horizontally •
10. At the start of each cycle, we will continue to begin assessments to provide baseline data that reflects our students' abilities.
11. We continue to update our tiered classes.
12. Provide leadership and social skills development through our youth development team

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

1. At the end of each term, the staff will examine student assessment data to determine students' strengths and weaknesses as well as instructional plans tailored to meet the varied need of each student. Based on the information reflected in the data, the staff will develop differentiated instruction to meet the needs of the students targeted to increase performances on all Regents Examinations.
2. Supervisors will review pass/fail rates and meet individually with teachers in order to determine how students are being evaluated and develop instructional plans to improve student outcomes in subsequent marking periods
3. We will continue to reassess our students' during Term-2 to gauge their progress. The following is a list of the various assessments that will be administered:
  - Bi-Weekly Benchmarks
  - Gates MacGinitie

- Achieve – 3000
- PSAT
- New York State Regents Examinations
- New York State Regents Competency Examinations (RCT)

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

1. September, 2013 - June, 2014

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

1. All teachers will continue to receive professional development around the Common Core Learning Standards and the Danielson Framework for effective teacher practices. All teachers will continue to receive professional development in the use of current DOE and other school based assessment tools such as ARIS, Reading Tracker and Achieve-3000.
2. The staff will use these tools to examine student assessment data (Gates-MacGinitie, mock-Regents, Regents, PSAT and Achieve 3000), and develop differentiated instruction to target the needs of the students;

**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).

Our staff will continue to implement strategies necessary for parent outreach (letters to parents, call logs, home visits) to increase students' attendance. 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;

**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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**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.

To increase the percentage of students graduating from 49.15% to 50% by June, 2014.

**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.

Based on our current graduation rate of 49.15%, we will strive to increase the percentage of students graduating from our school.

**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. Provide a curriculum tailored to meet the varied needs of all students
2. Broaden and enrich the program of the school day around the varied needs of the students
3. To provide an opportunity for the students to participate in PM School for credit recovery, independent studies and tutoring for all classes.
4. To provide a rich curriculum for the students which will emphasize the educating of the whole child

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

1. Ensure that our fiscal plan includes funding for professional development for our teachers and other staff members
2. Review and revise our current curriculum maps to meet the needs of the students
3. Develop strong partnerships with colleges that will provide our students with mentoring, service learning projects as well as college and career counseling
4. Provide leadership and social skills development through our guidance department as well as our community based organizations

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

1. The Destination Graduation and Beyond Team will meet weekly to monitor graduates' academic performance and attendance, and to develop intervention strategies to support students' progress towards graduation.
2. All of our seniors are assigned to a designated youth advisor who a function is to advise the seniors through regularly meetings with the seniors to support their progress towards graduation.
3. Our school rigorously monitors PM School, the mentoring program, after-school tutoring, and Small Group Instruction (SGI) for our struggling students in order to ensure that they are beneficial to the varied needs of our students.
4. Students will receive academic intervention services during and after school. The students will receive one assessment in the fall and one in the spring using the following programs:
  - Gates MacGinitie
  - Achieve – 3000
5. The following assessments will be utilized as targets to evaluate the progress, effectiveness, and impact of each strategy/activity
  - PSAT
  - New York State Regents Examinations
  - New York State Regents Competency Examinations (RCT)

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

1. September, 2013-June, 2014

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

- All students are allowed to participate in our Small Group Instruction during our Extended Program as well as our PM school program.
2. We will allocate additional funding for tutoring after school and Saturday Academy Program.
  3. We offer the Avanti online credit recovery program recovery/accumulation program to afford our students the opportunity to accumulate credits towards the requirements for graduation.

**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).

1. We will increase student/parent participation in Transitional Services offered.
2. We will use strategic parent outreach (letters to parents, call logs, home visits) to increase students' attendance.
3. Our school will further encourage school-level parental involvement by:
4. holding an annual Title I Parent Curriculum Conference;
5. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
6. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
7. supporting or hosting Family Day events;
8. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
9. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
10. encouraging more parents to become trained school volunteers;
11. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
12. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

13. 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;

**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>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

**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.

Develop and maintain the students' level of proficiency in the core academic subjects, by increasing in the percentage of students earning Regents Diplomas as a result of their passing ELA and Mathematics as well as their achieving graduation by a 1% increase by June, 2014.

**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.

Our students current level of proficiency in the core academic subjects need improvement as reflected in the results of the Regents examinations.

**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**

- Teachers will receive classroom observation reports and actionable feedback.
- We will continue to provide professional development for all staff members focused on The Danielson Framework for Teaching, The Common Core Standards and The Citywide Instructional Expectations.
- Experienced teachers will continue to mentor teachers with less than 3 years of teaching experience.
- Support is also provided to improve teacher effectiveness through our School-Wide Learning Walk, our inter-class and inter-school visitations with the Millennium Art Academy High School to observe best practices.
- We will continue to provide extended time on task for our students to receive the additional support for their core academic classes during our Small Group Instruction (SGI) PM School and Saturday Academy.

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

- Teachers will use multi-media resources to support learning;
- The instructional staff will continue to receive professional development in using data to plan instruction;
- Teachers will receive classroom observation reports tailored to meet the individual needs of the teachers;

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

- Teachers will follow curriculum maps to ensure consistency in content and assessment.
- Teachers will continue to post each marking period's units of study, learning targets and assessments in advance of units of study.
- The teachers' schedules will include weekly periods for common planning in all grade/content areas.
- Instruction will be differentiated (individual conferences, small group work, support for Ells and Special Ed students) to target student needs.
- School administration and teachers will meet regularly to review student data and programs in order to ensure that the data and programs are in alignment with the goals.
- Student portfolio and/or class work will be monitored at regular intervals for cohesion;

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

- September, 2013-June, 2014

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

- We will continue to design our school schedule as well as the programming of staff and students to meet the varied needs of all students; for example, our staff members are providing additional support for our students during their Circular-6 assignment and our Extended time to support the learning of our struggling learners;

2. The DOE administrative team will work collaboratively with its partner, FECS, our CBO team, to ensure that the youth development component of our program is established in our school, and our students are receiving adequate counseling services, appropriately programmed for classes, and have ample encouragement and assistance with college and career choices and opportunities.
3. We will continue to monitor our special education department to insure that IEPs are updated annually and that all special education students are receiving the services that are mandated for them such as transition services, counseling and speech.
4. We will continue to provide the mandated ESL instruction for all ESL students
5. All students will receive interim assessments to monitor their progress.
6. Student proficiency levels in core academic subjects will be maintained via continual monitoring of instruction, equitable assessment, and feedback to students; the teachers and the administrative staff will continually evaluate student data and use the analysis to revise curriculum, instruction, resources and assessment to ensure that academic rigor is maintained.

**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).

Parents will be informed via mailing, telephone calls, and meetings.  
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;

**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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**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.

To increase the attendance rate from 58% to 59% by June, 2014.

**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 results of the 2012-2013 attendance rate reflects the need for the refocusing of our attendance improvement plan

**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. Based on our data, which reflects a decrease in our students' attendance, our focus on attendance will be an ongoing process throughout our school community.
2. The attendance committee will convene to participate in weekly meetings designed for intervention and dropout prevention procedures in an effort to increase

student attendance.

3. The attendance team has worked with the administration to create an attendance plan that is evaluative and requires ongoing assessments of our strategies that are in order to adequately address the outreach of our truants or LTAs.

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

1. The entire school community (administration, teachers, program director, youth advisors, parent coordinator, students, parent) will continue to work together to reengage our students through ongoing outreach, parent/student meetings, family group, afterschool activities, and most importantly, a rigorous academic program tailored to meet our students' needs.

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

1. During our attendance committee meetings, we:
2. We will target students who have been excessively absent and determine intervention strategies for these students
3. Look at data of students who have 60-75% attendance and determine strategies to keep these students engaged in school. Some strategies include, "adopt a student", whereby students are assigned to teacher mentors. Other strategies include daily progress reports, parent conferences, and "student-teacher-advocate counselor" conferences.
4. Keep records of all interventions taken with students as well as next steps to be taken.

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

5. September, 2013-June, 2014

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

1. Our school has applied for, and received the Success Mentor Grant Funding to support our attendance initiatives
2. In order to develop the work that we have started around attendance intervention and drop out prevention, we have implemented the following strategies:
  - We have an attendance teacher on staff who conducts daily attendance outreach
  - An attendance coordinator to supervise the attendance team
  - Weekly attendance meetings
  - Family Groups to support academic and social skills development which includes ongoing attendance intervention and dropout prevention
  - Ongoing community meetings to provide information around the importance of attendance and to celebrate our students' achievements.
3. Our staff provides rewards incentives.
4. We will re-engage our students and their families in the educational process, utilizing youth development that will engender positive outcomes.
5. We will provide parent workshops to inform our parents about the benefits of our program and the role they are playing in the lives of our students.
6. We will track our students who have maintained an average of 75% and above in order to move them to a higher percentage of attendance achievement.
7. We luncheons and other incentives will be provided for all of our students who have improved their attendance.
8. Our school community will develop a staff and student survey to inform our attendance outreach practices.
9. Students will be required to set attainable goals that will be documented and revisited.
10. Our DataCation system will reflect attendance improvement among our students.

## **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).

Parents will be contacted via mailings, telephone calls, as well as home visits.

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;

### **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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### **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.

. To increase the number of credits earned by students who enter the Bronx Community High School with a minimum of 11 – 33.00 credits from 6.6.84 to 7:00% by June, 2014.

#### **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.

Based on the June, 2012 data, the school needs to increase the percentage of credits earned by students entering our school with a minimum of 11 - 33.0

#### **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.

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

1. We will design a plan that will encourage our students to accumulate credits and transition from high school to higher education.
2. Our staff will continue to work closely with our FEGS team on a weekly basis to discuss student achievement data.
3. We have developed an accreditation committee to support and monitor the credibility and or authenticity of the courses offered at our school as well as the credit recovery classes.
4. Our students will also be administered the Gates MacGinitie Test as well as the Achieve 3000 program and other standardized English and Mathematics exams that will provide baseline data on our students English and mathematics skills.
5. Based on our students' data, our staff will tailor our instructional program to accommodate the varied needs of our students.
6. The administrative team will instruct staff on instructional strategies that should be implemented to support our students' learning.
7. Our use of data will be ongoing as we strive to provide a rich curriculum for our students.

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

1. The teachers, in conjunction with the advocate counselors, will participate in Case Conferencing to discuss those students that are at-risk of failing their classes. Together they will create strategies that would support the students' academic and social development.
2. Students who have not reached a level of proficiency in their class work and have not attained a mark of 65% and above will be assigned to Saturday Academy to receive additional instructional support that will supplement their daily instructional program.
3. Our Data Specialist will continue to support our work around student accumulating credits as needed.

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

1. Our students will be held to high standards as we prepare them for academic excellence. During our intake process, our team administers the Gates MacGinitie reading test, and a writing assessment.
2. Our students receive bi-weekly benchmark grades to inform them of their academic progress.
3. There is a wall of fame for each graduate.
4. The tone and culture of our school will continue to be reflective of a community of learners.
5. The DataCationl data system will continue to reflect bi-weekly benchmarks of our students' achievements.

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

1. September, 2013-June, 2014

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

1. Funding for our Data Specialist has been provided in the per session category.
2. Our FEGS staff will also provide support through their intervention and prevention strategies as discussed under our attendance plan. •

**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).

1. Parent outreach will be provided via mailing and telephone calls.
2. Our parent coordinator, our youth advisors, and our attendance teacher will continue to make outreach to our parents in an effort to encourage their ongoing participation and support of their son/daughter.
3. Our parents will be invited and encouraged to attend Open school day and night, and other school activities that provides information about our students progress and events and/or activities that celebrates the accomplishments of our students.
4. Our school will further encourage school-level parental involvement by:
5. holding an annual Title I Parent Curriculum Conference;
6. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
7. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
8. supporting or hosting Family Day events;
9. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
10. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
11. encouraging more parents to become trained school volunteers;
12. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
13. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
14. 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;

**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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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### 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>	During the school day, students registered in the tiers one and two classes receive reading intervention support via the Achieve 3000 program. Students are provided small group instruction after school.	Small Group Tutoring from teachers	During and after the school day.
<b>Mathematics</b>	Students in the Integrated Algebra classes are receiving additional support in our extended time program during and after school in small groups.	Small Group Tutoring from teachers and CUNY Service Corp student	During and after the school day.
<b>Science</b>	Students are provided small group instruction during and after school.	Small Group Tutoring from teachers and CUNY Service Corp student	During and after the school day.
<b>Social Studies</b>	Students are provided small group instruction during and after school.	Small Group Tutoring from teachers and CUNY Service Corp student	During and after the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Each student is provided a Youth Advisor from our partnership with the FEGS Program. The major duties of the Youth Advisors are to monitor student attendance and their social and academic process as well as the following areas:</p> <ul style="list-style-type: none"> <li>• Provide counseling and conduct attendance outreach including home visits and visits to work sites.</li> <li>• Provide crisis intervention and conflict mediation and assistants with out of school issues.</li> <li>• Work collaboratively with faculty to support student progress.</li> <li>• Facilitate workshops for students regarding job and career development activities.</li> </ul> <p>Our IEP students are receiving mandated counseling and they are also provided advice on conflict resolution and crisis intervention.</p>	Small Group counseling provided by guidance counselor, youth advisor	During the school day.

	Bronx Community Students have access to an onsite substance abuse counselor.		
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**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 *TAS 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>X</b>	<b>School Wide Program (SWP)</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.
In order to attract highly qualified teachers, The Bronx Community High School completes the following five step process: Step -1 All teachers are screened by our New Visions, our LSO prior to their being recommended for the interview process Step 2 An interview process is conducted by a team of administrators, teachers, students and one member of our FECS, CBO. Step 3 The team makes a recommendation for a demonstration lesson. Step 4 Candidates are contacted for the purpose of performing a demonstration lesson which is observed by the team Step 5 The team collaborates on the decision making of the school. Step 6 All teachers are provided on site professional development tailored to meet their varied needs. Step 7 Our LSO provides the opportunity for our teachers to receive support around effective teaching practices. Step 8 teachers participate in the school's Inquiry Team work to support the goals and objectives of the school as well as inform their own instructional practices.

**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).
All staff members are provided professional development in the Danielson Framework For Teaching, the Common Core and The Citywide Instructional Expectations. Professional development is being provided in the following manner: <ul style="list-style-type: none"> <li>• for our staff members in house</li> <li>• Our LSO, New Visions</li> <li>• CBO, FECS,</li> <li>• Teachers College</li> <li>• NY Historical Society will be joining our team to support our social studies department</li> </ul>

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ol style="list-style-type: none"> <li>1. Our FECS staff will provide support in attendance intervention and prevention support for our students</li> <li>2. We have provided funding for the parent coordinator's position via our FECS CBO. The parent coordinator's position is vital to our school and parent community because it affords us a liaison that works to develop the connection between the school and the families and ensure that there is ongoing communication before the school and the parents.</li> <li>3. We have provided funding for the teachers college to provide professional development as well as the development of our writing center.</li> <li>4. We have forged a partnership with the CUNY Service Corps to provide tutoring, and mentoring for our students as well as the development of a mathematics center.</li> <li>5. The Aventa program was purchased to provide alternative ways in which our students are given the opportunity to recover credits.</li> <li>6. The Achieve 3000 program provides a reading program that affords our students multiple entry points to learning.</li> <li>7. Our AIDP Success Mentor Grant will be used to support attendance intervention and dropout prevention initiatives.</li> <li>8. Funds have been allocated to support the McKinney Vento Act which allows support for our students in temporary housing.</li> <li>9. Funding has been allocated for the NY Historical Society to support of our social studies department through professional development, classroom and museum visits.</li> <li>10. Our school has forged an ongoing partnership with the College Now Program at the Hostos Community College to provide college readiness for our students.</li> <li>11. We have established a partnership with the College For Every Student (CFES) Program which also provides college</li> </ol>

readiness skills for our students through the following components:

- Pathways To College,
- Service Through Learning
- Mentoring

### **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.

The administration meets with the department team leaders to discuss appropriate multiple assessment measures. The team leaders then meet with the teachers in their respective departments to discuss the initiative. Eventually, the staff meets to complete the decision making process. The administration provides professional development to ensure that the staff understands and correctly applies the appropriate multiple assessment measures.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **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).

**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.

---

**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, 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**

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

Our professional development team will meet on a weekly basis to plan, prepare and provide the training and mentoring necessary to enable the staff to align the curriculum with the state's standards.

As we plan our goals and objectives, the students' academic needs will be considered; therefore, we will provide our students with a program that is tailored to address the following areas:

- Reading levels
- Math levels
- Learning styles
- Content and subject area
- Class size

*Support home-school relationships and improve communication by:*

*Bronx Community High School Commitment to Students and Families:*

*The staff and parents guardians and other caring adults at Bronx Community High School (BCHS) have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at BCHS and to show how the school and family are working together to educate the students at BCHS, the staff of BCHS agree to implement the following programs and activities:*

- BCHS will provide an academic program that is rigorous and challenging.
- BCHS will continue its commitment to excellence by providing the best possible staff development for all staff.
- BCHS staff will be positive role models for students.
- BCHS staff will communicate with families on an on-going basis regarding the students' academic progress.
- BCHS will involve parents/guardians in the governance of the school.

*Provide parents reasonable access to staff by:*

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Organization.
- All parents will be provided with the opportunity to join the Bronx Community High School Parent Association.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include topics such as: Youth Development, College Planning, Literacy, Behavior Management, Community Resources and New York State/City Assessments. Workshops will also be held to review individual student data and the annual School Quality Review and Schools Report Card.
- Regular written communication reflecting on-going day to day activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Organization.
- All parents will be provided with the opportunity to join the Bronx Community High School Parent Association.

- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include topics such as: Youth Development, College Planning, Literacy, Behavior Management, Community Resources and New York State/City Assessments. Workshops will also be held to review individual student data and the annual School Quality Review and Schools Report Card.
- Regular written communication reflecting on-going day to day activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.

Provide general support to parents by:

- hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring terms.
- provide monthly parent-teacher conferences which will be held on the Third Thursday of each month. The first conference will be held in the fall.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - The school will provide cyclical reports that will reveal their children's progress.
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - At the end of each cycle, the parents will be invited to attend a conference that will allow the
    - the opportunity to discuss their children's progress and explore ways in which the school can work collaboratively with the home to support the children.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - Parents will receive information from the school informing them of opportunities to volunteer and share their expertise. We will also request that they visit our school and observe our classroom activities. We will provide our parents with a schedule that will give them the flexibility to set up a schedule that meets the needs of the parents and the school community.

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

- **Parents will support students in meeting their goals and fulfilling the expectations of Bronx Community High School.**
- **Parents will provide a quiet setting at home for students to complete homework; and will encourage students to read at home each day for at least 30 minutes a day.**
- **Be Involved and Available to the School:**
- **Parents will be willing and available to come to school for parent meetings about their child's performance and attendance with Teachers and/ or Advocate Counselors.**
- **Parents will be willing to attend parent events and meetings.**
- **Support Students' Attendance to School:**

**Parents will support their child's attendance by encouraging them to:**

- **attend school every day**
- **arrive to school on time**
- **remain in school for the entire day**

**Parents will avoid making appointments or plans for their children during school day. If the child must leave early and is under 18, the parent will come to the school to pick up his/her child.**

**Parents will be willing to receive phone calls every time their child is late or absent to school.**

**Support School Policies and Expectations:**

- **Parents will send their children to school appropriately dressed, prepared to learn, and on time.**
- **Parents will support the school's policies that prohibit students from bringing electronic devices and wearing hats in school. If a student is found with an electronic device or a hat, it will be confiscated, and the parent will be required to come to the school to retrieve it.**

**Parents will be provided a District approved "Code of Behavior", and will review the code and have students adhere to its principles.**

**Support Students' Academic Success:**

- We will support our children's learning by making education a priority in our home by:
- making sure our children are on time and prepared everyday for school;
- monitoring attendance;
- talking with our children about their activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television our children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

**Encouraging my child to read novels, textbooks, newspapers, magazines and other appropriate literature, and discussing the literature with my child:**

- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- Expressing high expectation and offering praise and encouragement for achievement.
- 

<b>School Staff- Print Name</b>	
<b>Staff Signature:</b>	<b>Date:</b>
I have read the above commitments and expectations and agree to adhere to the policies, rules and regulations governing attendance, punctuality, discipline and work ethic at the Bronx Community High School.	
<b>Student Print Name:</b>	
<b>Student Signature:</b>	<b>Date:</b>
I have read the above commitments and expectations and agree to work in partnership with the BCHS and my child to adhere to them.	
<b>Parent(s)/Guardian Print Name:</b>	
<b>Parent(s)Guardian Signature</b>	<b>Date</b>

**(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.**

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**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>08</b>	Borough <b>Bronx</b>	School Number <b>377</b>
School Name <b>Bronx Community 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>Flora Greenaway</b>	Assistant Principal <b>Frank Rollins &amp; Donna Reid</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Nakia Henry</b>	Guidance Counselor
Teacher/Subject Area <b>Matiana Bogiatzis / Spanish</b>	Parent
Teacher/Subject Area <b>Sheila James / ELA</b>	Parent Coordinator <b>Chaim Szachtel</b>
Related Service Provider <b>Christine Rivera</b>	Other <b>Harold Benjamin, Counselor</b>
Network Leader(Only if working with the LAP team) <b>Barbara Gambino</b>	Other <b>Chevaughn Clarke, Counselor</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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	200	Total number of ELLs	8	ELLs as share of total student population (%)	4.00%
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## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	2	ELLs receiving service 4-6 years	0	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. [?](#)

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	1	0	0	0	0	6	1	0	8
Total	2	1	0	0	0	0	6	1	0	8

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</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										4	1		2	7
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
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	4	2	0	2	8

## 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)														0

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)														0
Advanced (A)										4	2	0	2	8
Total	0	0	0	0	0	0	0	0	0	4	2	0	2	8

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	5		1	
Integrated Algebra	4		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2			
Physics				
Global History and Geography	4		1	
US History and Government	3			
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
Upon enrollment in Bronx Community HS, all students take the Gates-MacGinitie Reading Test to assess their reading levels. The Achieve 3000 test will also be administered to ELLs, and the students will be placed in the Achieve 3000 program based on the results of the test. Within the first week of ESL classes, ELLs take a baseline assessment to measure their reading, writing and grammar skills. Results indicated that ELLs were either Intermediate or Advanced.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
3 out of 8 ELLs increased their proficiency levels (intermediate to advanced).
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](#))  
N/A
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?2013 NYSESLAT results reveal that the 5 ELLs that tested were determined "advanced." Three ELLs improved their proficiency levels (from I to A). 100% of ELLs are able to take tests in English. 1 ELL has passed the ELA Regents and 2 have passed Integrated Algebra. Students are most deficient in the writing modality. Across grades and content areas, students need the most intervention with writing and reading for information.
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
ELLs are given multi-level texts specific to their reading levels. Teachers differentiate their instruction and use realia, manipulatives and visual aids to help support ELLs' comprehension. ELLs are also provided with bilingual dictionaries, glossaries, picture dictionaries and extra time if needed. Small-group instruction is used across content-areas. Frequent opportunities are given to ask questions and for clarity. They also can test in separate locations.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Item-analysis of Regents scores, NYSESLAT, benchmark assessments and other periodic assessments through inquiry teams. Teams consist of ESL instructor, content-teachers, a counselor and principal. We engage in critical review of students' work, provide valuable feedback and suggest resources and RTI strategies to help student reach expected outcomes.

## 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](#).)  
We have given parents the HLIS and none have requested a different program other than Freestanding-ESL. The persons responsible for administering the HLIS are the ESL Teacher, Nakia Henry, Parent-Coordinator, Chaim Szachtel and Director of Student Advisement, Marsha Milan.
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.  
Bronx Community High School offers Parent-Workshops for ELLs with bilingual counselors, teachers and administrators. Videos are available in several languages. Parents also receive copies of the ELL Parent Brochure and other literature about our school. They are also informed that our school currently only offers a Freestanding-ESL program. If a parent requests a program not offered in our school, they have the option of transferring their child to another school in the district.
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 [\[see tool kit\]](#).)  
Upon receiving the NYSESLAT scores, entitlement letters are sent to parents by the parent-coordinator & ESL Teacher.
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.  
During the intake process, we give parents the parent survey. The ESL teacher and advocate counselors meet to review students' academic record. We analyze students' LAB-R results, NYSESLAT scores and cumulative credits. Since our school only offers a Freestanding ESL program, ELLs are put in F-ESL by default. We administer the HLIS to parents for other program choices and inform them of their right to transfer their child to a school with a bilingual program (within the district), if desired. Thus far, every ELL-parent has chosen the Freestanding-ESL program.
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.  
Students are given all four modalities of the NYSESLAT within a 5-10 day time frame (depending on attendance). The speaking modality is administered in a separate location. A non-ESL teacher and content teacher (non ELA) are present to record students' answers and assist with grading. The scoring rubrics from the Administration Manual are used to assess student responses. The ESL teacher also attends a NYSESLAT Scoring Professional Development prior to the administration of the test.
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. [i](#)  
100% of our ELL-parents have opted for the Freestanding-ESL program. We currently have 8 ELLs in our student population.

# 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. ESL instruction is delivered in discrete-ESL classes. Some ELLs receive push-in services. The ESL Teacher collaborates with content-teachers via department meetings, emails, co-lesson planning to incorporate content material into lesson plans. ELLs are placed in heterogenous groups consisting of various grades. 100% of ELLs were determined "Advanced" on the 2013 NYSESLAT.
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)?

Beginner ELLs receive 540 minutes per week, Intermediate ELLs receive 360 minutes per week and Advanced ELLs receive 180 minutes per week in discrete ESL classes. Some students receive both discrete ESL and push-in services. Each class period is approximately 59 minutes long.
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 ESL Teacher collaborates with content-area teachers via department meetings, emails, observations, co-lesson planning to incorporate content material into ESL. ESL teacher uses semantic maps to build knowledge of content vocabulary. We also use the SIOP model, graphic organizers and visuals to aid in student understanding. To incorporate technology into the ESL classroom, we use Achieve 3000 which provides differentiated instruction based on students' proficiency levels. We also use many resources from colorincolorado.com. Our ESL curriculum map encompasses both NYS ESL Learning Standards and ELA CCLS 9-12.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/a
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are given old NYSESLAT exams as practice 3xs a year. We regularly do a speaking activity called "Peaks and Valleys" to help develop speaking abilities. ELLs also do read alouds during class time. In alignment with CCLS, students read for information, annotate and write argumentative essays.
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).

SIFE and newcomer students receive intensive support from the ESL and content teachers. They are paired with teachers or students of similar language or cultural backgrounds to help acclimated them to the school. They also receive socioemotional support from advocate youth counselors. In the classroom, they use many different visuals and manipulatives to scaffold their learning. They use

differentiated texts via Achieve 3000 and Kaplan level texts. They receive explicit instruction and modeling from teachers about their expected outcomes on assessments. ELLs serviced for 4 years or more also use Achieve 3000 and Kaplan for differentiated instruction. They rely heavily on technology, ie powerpoints, tutorials, podcasts, and simulated learning (youtube, vimeo, discovered, etc). ELLs receiving services for more than 4 years use the same materials. However, their performance expectations are slightly higher. Their instruction includes more ELA and mainstream CCLS in their instruction. I.e. they are expected to read and decode complex texts and do literary analysis and argumentative writing. Former ELLs receive test-accomodations ie. separate location, bilingual dictionaries and extra time on assessments across content areas.

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?  
We currently do not have any ELLs-SWDs.
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?  
N/a

### 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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

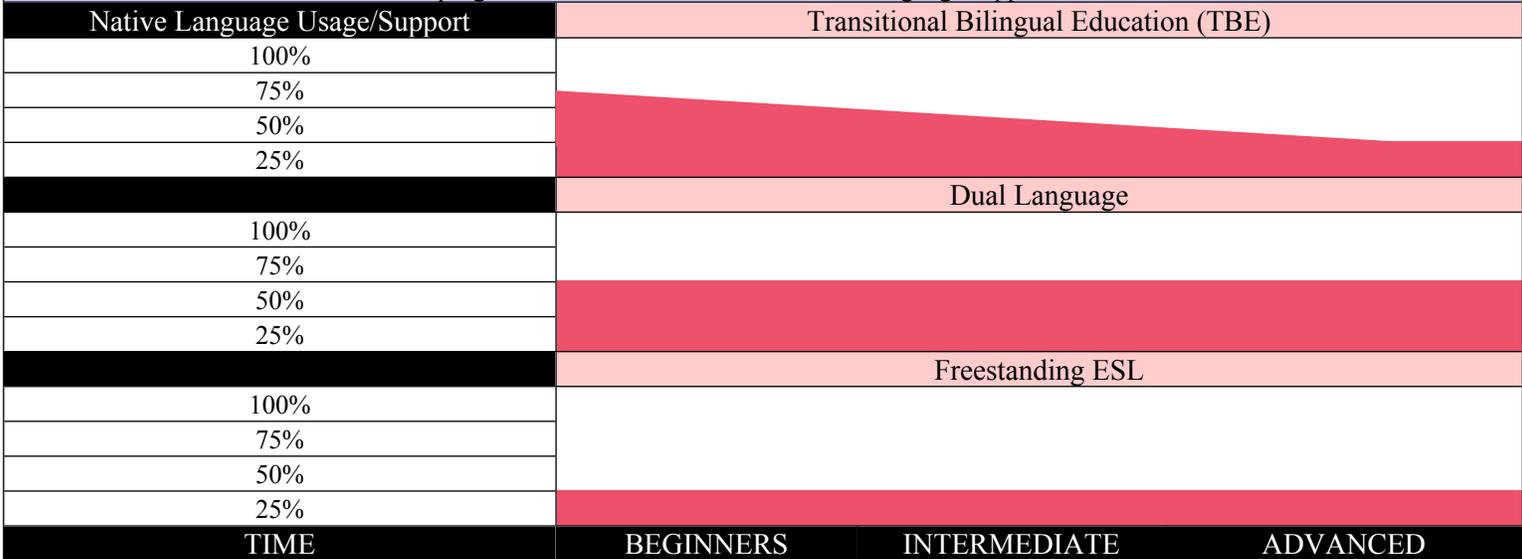
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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> 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.



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.  
All intervention services are offered in English. ESL teacher pushes into content classes on an as needs basis. In the ESL class, teacher uses the double-dose method to provide support in ELLs deficient areas. We also use techniques such as repetitive language, rapid pacing, modeling, time to practice and discuss reading, and systematic and explicit instruction when reading informational texts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Current ESL program is effective based on NYSESLAT scores from 2013. All students progressed to the next level and 1 tested out of ESL! Co-planning has proven to be an effective method in helping students to grasp content material and feel less intimidated.
11. What new programs or improvements will be considered for the upcoming school year?  
Bronx Community High School now has a Writing Center in which students and their families can receive writing support across subject areas. Students work as peer-writing consultants to offer individualized support to other students (and family members) interested in becoming better writers. Students from various language and cultural backgrounds help to facilitate the writing center at BCHS!
12. What programs/services for ELLs will be discontinued and why?  
N/a
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are encouraged to serve as mentors to new students, join the writing center, and other afterschool programs such as the SGA (Student-Government Association), Dance Team, Step Team, Debate Team, Art programs and athletic teams.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Achieve 3000, Digital Literacy, colorincolorado.com, freerice.com
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
ELLs receive additional time on tests and bilingual dictionaries
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
ELLs receive reading materials based on their lexile levels and grade levels. Achieve3000 allows students to read about topics and subjects of interest to them. The ESL teacher also uses the Kaplan book as a differentiation tool to provide informational texts at students' proficiency levels.
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.  
Student-mentors help new students to get acclimated to our school.
18. What language electives are offered to ELLs?  
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)?

N/a:

## 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.

ESL Teacher regularly attends Professional Developments around ESL-related instruction and research. Also attends CCLS PDs and workshops at Teacher's College. Our ESL teacher is currently attending PDs once a month to learn more about the Universal Design for Learning (UDL) in which we are implementing the ESL classroom. ELLs transitioning from other schools receive student-mentors and are assigned to advocate youth counselors. .

#### **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?

ELL parents are offered Parent-Workshops to learn more about the three different types of ESL programs in NYC. Together, our ESL teacher and CBO (FEGS) collaborate to provide information to parents of ELLs about ESL instruction and how they can track their child's progress. Parents also receive entitlement letters based on previous year's NYSESLAT results. All parents have requested a Freestanding ESL program in which we have in place.

#### **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: \_\_\_\_\_

School DBN: 377

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Flora Greenaway	Principal		1/1/01
Frank Rollins	Assistant Principal		1/1/01
Chaim Szachtel	Parent Coordinator		1/1/01
Nakia Henry	ESL Teacher		1/1/01
	Parent		1/1/01
Sheila James / ELA	Teacher/Subject Area		1/1/01
Matiana Bogiatzis / Spanish	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Barbara Gambino	Network Leader		1/1/01
Harold Benjamin / Counselor	Other		1/1/01
Chevaughn Clarke / Counselor	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **08X377** School Name: **Bronx Community High School**

Cluster: **5** Network: **562**

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

**Part A: Needs Assessment Findings**

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

During intake our parents are given the Home Language Information Survey (HLIS) to give them the option of selecting a Bilingual, Transitional, or Freestanding ESL program. If the parents selects a Bilingual or Transitional program, we advise them that our school only offers Freestanding ESL program. Parents are informed that they have the option of selecting another school that offers a Bilingual or Transitional program if desired.

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

Based on the information provided on the HLIS, the majority of our parents are Spanish speaking. Our ESL teacher notifies the staff of our students' language backgrounds.

## Part B: Strategies and Activities

---

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

Our school's translator assist in translation and oral interpretation needs. All correspondences from our school are translated in Spanish. Written translation services are provided by our Spanish teacher.

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

During the intake process, our program director who is bilingual and our Spanish Teacher, provides oral and written translation for our parents. All oral and written translation services are being provided in-house.

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

Our school provides parents with translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to education or placement in any Special Education, English Language Learner or non-standard academic program. Our school has posted the translation sign at the primary entrance.

