



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX BRIDGES HIGH SCHOOL
DBN (i.e. 01M001): 08X432
Principal: PABLO VILLAVICENCIO
Principal Email: PVILLAVICENCIO@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: LAWRENCE PENDERGAST

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
Pablo Villavicencio	*Principal or Designee	
Jason Locke	*UFT Chapter Leader or Designee	
Miguel Ramirez	*PA/PTA President or Designated Co-President	
Joselina Sanchez	DC 37 Representative, if applicable	
Nieky Delgado , Fermin Gonzalez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Hannah Miller	CBO Representative, if applicable	
Joyce Pulphus	Member/ AP	
Wandaly Rentas	Member/ Teacher	
Gladys Encarnacion	Member/ Parent	
Lorena Castro	Member/ Parent	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

Using the Danielson Framework for Teacher Effectiveness, we will increase the HEDI rating one level for 85% of teachers for at least one competency of Domain 2 and 3 for the 2013-14 SY.

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.

Even though our school's academic expectations are high, our Weighted Pass Percentages for all Regents exams (English, Math, Science, US, and Global) are significantly below that our Peer Schools and even lower when considering the Citywide Schools. And as a relatively new school in its third year, we still with all of our student earning 10+ credits, especially as we move up in the grades.

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. PD sessions (at beginning of year and mid-year) on Danielson rubric and observations and feedback and next steps structure.
2. Teachers engage in initial reflection and self-assessment based on the Danielson framework for all 4 Domains
3. Teachers will be observed a minimum of 6 times and be provided with meaningful and actionable feedback that will be follow-up with next steps.
4. After each observation, teachers engage in reflection and self-assessment and complete required next steps and work on artifacts to support development
5. Based on observation, feedback, and reflection, teacher will select two components and respective action steps to implement in practice and improve instruction

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

1. Administration, Teachers, Parents/Families

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

1. By second round of observations 20% of teachers will have increase one HEDI rating for a competency of the Danielson Framework
2. By fourth round of observations 45% of teachers will have increase one HEDI rating for a competency of the Danielson Framework
3. By sixth round of observations 85% of teachers will have increase one HEDI rating for a competency of the Danielson Framework

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. Professional development during school's common planning time and extended day time
2. Teacher teams to work during common planning time to address specific trends and patterns in teacher effectiveness data
3. Per session for teachers, administrators, and guidance counselors

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).

Provide parents with resources, training, to understand the Danielson Framework for Teacher Effectiveness and how it impacts on their child's instruction and evaluations. Include parents in the SLT, Learning Walks, and Curriculum Accreditation to improve parental involvement and engagement.

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

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.

The creation of rigorous CCLS-aligned curricula that is adequately differentiated will produce a 5% increase in all of our students in the lowest third earning 10+ credits for the 2013-14 SY.

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.

In their first year, students in the lowest third earning 10+ credits is 81.8% but then drops to 71.4% in the second year, and then drops to 63.6% in the third year. Students not in the lowest third are over 80% for all three years (84.3%, 84.8%, and 80.2% respectively). For the students in the lowest third we only 56.6% of the Peer Range and 56.3% of the City Range.

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. Teachers in all subject areas (i.e. English, Math, Social Studies, Science and Electives) will develop Common Core aligned units that incorporate opportunities for students to conduct research and use supporting evidence to develop arguments.
2. Teachers in all subject areas will design performance based tasks aligned to the Common Core standards that require students to construct arguments with claims and counterclaims and gather data around student performance.
3. Guidance Counselors will met with students to ensure their socio-emotional needs are being met and parents and families are aware of student progress and needs

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

1. Administration, Teachers, Prents

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

1. Students will complete at least two performance based tasks (one in the Fall and one in the Spring).
2. Teachers will meet weekly in department teams to assess student work, assess student assessments, disaggregate student data, and revise curriculum maps and unit plans to support students in the identified area.
3. Bimonthly parent meetings for at-risk students

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

Teacher team meetings to produce CCLS work and data analysis
 Parent meetings with Guidance Counselors
 Common Planning Time to develop differentiation for instruction based on Student Work Analysis
 Per session for teachers, administrators, and guidance counselors

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).

Counseling, training, and progress meetings for parents. In school activities such as learning walks, School Leadership Team Meetings, and Parent events to increase parent involvement and engagement with school. Special events to honor student achievement and celebrate diversity and culture. Providing parents with guidance on laws and regulations regarding SPED, ELL, and SIG funding requirements for parent engagement.

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

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.

There will be a 5% increase in the percentage of students achieving a score of 65% or better on the Integrated Algebra Regents and STEM exam for the 2013-14 SY

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 weighted Rents Pass Rate for Mathematics is 0.78 which is only 37.3% of the Peer Range and 31.0% of the City Range. It is the lowest WRPRs of all of our content areas.

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. The Math department will review the alignment of literacy skills and related assessments (old and CCLS) across grades so students are learning at grade appropriate levels and are progressing each year.
2. The Math department will use Item Analysis data to predict student progress towards the school-wide goal and make adjustments to the action plan as necessary.
3. necessary.
4. Math department will meet regularly for common unit and lesson planning, creating common assessments that are aligned to new CCLS assessment.
5. The Math department (including ELL and Special Education teachers) will be provided with professional development on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.
6. differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.
7. Department meetings time will be used to analyze data to determine how to meet student math and CCLS skills

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

1. Administration, Teachers, EEL and SPED Teachers

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

1. Mathematics monthly progress reports, unit exams, marking period grades, midterm and final grades.
2. Mathematics skills assessment growth as measured quarterly
3. Mathematics CCLS performance tasks and student progress
4. Baseline and Periodic assessments mathematics

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

Mathematics teacher team meetings to plan instruction, analysis data and student work, and revise curricula/lesson

Parent meetings with Guidance Counselors

Common Planning Time to develop well developed and differentiated mathematics units and lessons aligned to Regent/CCLS assessments

Per session for teachers, administrators, and guidance counselors

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).

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; and providing assistance to parents in understanding City, State and Federal standards and assessments

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.

SIG Grant

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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

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.

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.

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.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

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

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

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring with blended learning activities	Tutoring with blended learning activities	Tutoring with blended learning activities
Mathematics	Tutoring with blended learning activities	Tutoring with blended learning activities	Tutoring with blended learning activities
Science	Tutoring with blended learning activities	Tutoring with blended learning activities	Tutoring with blended learning activities
Social Studies	Tutoring with blended learning activities	Tutoring with blended learning activities	Tutoring with blended learning activities
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling as needed	One-on-one, sometimes with family	As needed or required by law

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

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

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

Title I Status

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

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.
Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.

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).
New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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.).

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.
Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT
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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 08	Borough Bronx	School Number 432
School Name Bronx Bridges High School		

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 Pablo Villavicencio	Assistant Principal Joyce Pulphus
Coach Rachael Horowitz	Coach type here
ESL Teacher Wandaly Rentas	Guidance Counselor Ms. Rosado
Teacher/Subject Area Carlos Lebron	Parent Ms. Maritnez
Teacher/Subject Area Patricia Holguin	Parent Coordinator type here
Related Service Provider Gladys Santapau	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	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)	288	Total number of ELLs	262	ELLs as share of total student population (%)	90.97%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	160	ELL Students with Disabilities	
SIFE	14	ELLs receiving service 4-6 years	53	Long-Term (completed 6+ years)	22

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	57	4		24			2			83
Dual Language										0
ESL	121	11		34			22			177
Total	178	15	0	58	0	0	24	0	0	260

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										81	60	59	61	261
Bengali														0
French														0
TOTAL	0	81	60	59	61	261								

*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
TOTAL	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
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
TOTAL	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										81	60	59	61	261
Chinese														0
Russian														0
Bengali										6	10	40	3	59
Urdu												1	1	2
Arabic											1	2		3
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1	1	2
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	87	72	103	66	328

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)										39	23	21	6	89

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)										24	35	20	15	94
Advanced (A)										14	13	15	18	60
Total	0	0	0	0	0	0	0	0	0	77	71	56	39	243

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	73		39	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	54	38	28	8
Physics				
Global History and Geography	56	58	14	10
US History and Government	22	47	18	13
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.

Our school currently assesses the reading skills of our ELLs in September with the use of the Individual Reading Level Assessment from the American Reading Company. This tool is Common Core aligned and allows us to determine the reading strengths and needs of our students. Teachers assess students within the ESL classroom. The data from these assessments is used to make instructional decisions about class placement, intervention, and reading materials used for daily instruction.

Additionally, we administered for the first time a school-wide literacy diagnostic (Pearson's Stanford English Language Proficiency Test2). The test measures the reading, writing, and listening skills of ELLs at the high school level. Data from this diagnostic will be used to make decisions about placement in intervention modules designed to meet specific subgroup needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Due to the changes to the NYSESLAT which is in the process of becoming Common Core aligned, fewer students were proficient in the NYSESLAT for the year 2013. The data shows that students are stronger in speaking and listening but struggle with academic writing and reading. The ELA Regents data shows that students are performing better this year than in the past. New admits tested at intermediate on the LAB-R.
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](#))

RNMR is not available as of November 8, 2013

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

According to the Regents data, student outcomes are stronger in the native language than in English. Most of the students taking the LOTE passed.

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](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?
All ESL and content classes are taught using ESL strategies. Teachers use student proficiency levels and data from our own baseline assessment at the start of the school year to determine student placement in classes and to make decisions on how to adapt the curriculum to meet their language needs. Students who are new admits and speak low incidence languages are paired as much as possible with students who speak the same language as to help them transition into the program.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Teachers meet regularly in content PLCs to discuss and analyze student outcome data. These meetings occur weekly and involve unit revision, student work analysis, lesson planning and long term planning. Additionally, the youth development team which includes social workers and our school guidance counselor meets biweekly with teachers during extended PDs to plan for the implementation of programs aimed at college readiness. The sessions planned during these meetings take place bi-weekly during our advisement periods (family groups). At the end of every marking period, teachers meet with the literacy coach to discuss student progress and plan for next steps.

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](#).)
All students newly admitted to our school are reviewed for ELL eligibility based on their LAB-R or NYSESLAT scores and the original the Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the ESL coordinator administers the HLIS to the parents for completion upon registration. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level within the first ten days of admission. Testing occurs during the ESL and the intervention period. The informal interview may be conducted in the student's native language, as needed. Currently we have an ESL coordinator fluent in Spanish. We also have several faculty on staff who are fluent in Arabic, Bangla, Hindi, and AND French. These ebers of our staff are available to serve our parents and students where translation is required. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews his most current NYSESLAT score for proper placement. The Spanish LAB is administered by our ELL coordinator. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154.
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.
Parents/guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The orientation is led by Mr. Villavicencio, our principal, Ms. Rentas, the ELL coordinator, Ms. Valenzuela, one of our special educators, and Ms. Perex, our parent coordinator. The orientation is a three hour process where students are individually evaluated by teachers, parents are informatlly interviewed and introduced to our teachers and school operations, norms, and expectations. Both parents and students participate in the first hour together. During the last two hours students are taken to a separate location for diagnostic testing in reading, writing, and ath in English and their native language when available. During this time parents watch the ELL Parentselection information video and participate in a Q & A session with the ELL coordinator and other teachers of ELLs. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select dual language as their first choice, and the school does not offer the program, the parents will be provided with a list of schools that offer dual language programs. If the parents opt to stay with the school, they are informed that while currently, the school does not have the required minimum number of students to open up a dual language program, they may meet with our school guidance counselor, Ms. Gonzalez to discuss another placement.
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](#)].)
Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. An entitlement and continued entitlement letters as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility through a school mailaing. These letters are stored in a secure cabinet in our operations office. Parent Survey and Progra Selection forms are stored by the ESL teacher in a locked cabinet until the information is entered into the ELPC screen on ATS within the first 20 days of enrollment. Once entered, these letters are filed in a secure cabinet in the operations office.
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.
A newly identified ELL is placed in the program as indicated on the parent program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the

appropriate

number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language.

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.
In March our testing coordinator, IEP specialist, and ELL coordinator design a testing plan for the NYSESLAT which includes testing rosters, proctor assignments, calendared testing dates and make up dates, accommodations plan for students with IEPs, scoring plan and assignments, and an accountability system for signing secure materials in and out.
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*](#)
After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is for TBE and ESL. The program models offered at our school are aligned with parent requests. This was generally the case for our incoming freshmen with 62% selected ESL and 20% selected TBE. Unlike other years, our parent selection forms for incoming freshmen included 4 parents with a preference for a dual language program.

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])?

Bronx Bridges High School's program consists of the following:

Bilingual classes for Spanish speaking ELL. Each bilingual class has approximately 22 students.

An interdisciplinary humanities curriculum that integrates history, the arts, NLA, ELA/ESL and technology

Native Language and English language usage is aligned with New York State's Language Allocation Policy

Native Language and ESL instruction is fully aligned with State Education Department (SED) NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy

approach

ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R OR NYSESLAT) and is consistent with CR Part 154 requirements

A. Programming and Scheduling Information

Academic content is fully aligned with CR Part 100 standards

All classes use the Workshop Model and incorporated technology as a learning tool

ESL instruction is provided by fully certified ESL teachers

Extended day program that includes: credit bearing courses, ESL classes, tutoring in all subjects, physical education, clubs and peer tutoring homework.

Some students also participate in mentoring and internship programs

All students receive extended day support

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)?

The school's Transitional Bilingual Education program targets literacy acquisition in both the Spanish and English languages. The ESL Free Standing Program targets English language acquisition. This is accomplished through a rigorous academic program, Balanced Literacy, integrated curriculum, project-based learning, and critical thinking skills. Students explore ideas thematically, create portfolios, analyze and apply the acquired knowledge.

Our student population consists of students who range from newcomers to this country to students who are LTE or former ELLs. Students receive Spanish bilingual education where requested by the parent, ESL and ELA instruction. Each class program consists of five 48 minute periods of ELA instruction and additional ESL 9 periods of ESL instruction for all entitled students at all levels. We currently have three ESL teachers on staff. Each teaches four 48-minute blocks of ESL.

In addition, all other subjects meet in 48-minute blocks five times a week. All ESL teachers are NYS-certified and all content area teachers are certified in the area in which they are teaching. Physical education, art, drama and additional mathematics and literacy support are integrated through out the school day in addition to extended day.

Spanish NLA instruction occurs daily for 48 minute blocks. Our NLA teacher, Mr. Guitierrez is fully certified. NLA classes are no larger than 25 students and are leveled to serve students at various native language proficiency levels.

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.

All our ELLs have access to Common Core aligned curriculum. Students in the ESL beginner and intermediate levels receive math, science, and social studies instruction with the use of ESL strategies. Where native language support is available, it is provided by the teacher. Spanish content classes are offered to bilingual ELLs and intermediate ELLs when requested by the parent through the parent program selection survey. For students in the advanced ESL levels all content area classes are

conducted in English. English is the language of instruction for physical education and other electives.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We currently use the Spanish LAB to get a baseline assessment of our Spanish speakers. We conduct reading assessment in Spanish using on the Spanish Independent Reading Level Assessment from the Benchmark Company.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students take a listening, reading and writing baseline assessment at the start of the school year. This assessment is used to determine student placement in intervention classes that meet bi-weekly. Progress in these courses is used as an indicator that students are improving in the modality targeted in the program. In addition to this, teachers incorporate the practice and assessment of all four modalities in the classroom across the content areas. These assessments consist of performance tasks where students participate in planned discussions. In the Spring, students take the NYSESLAT. This data is used to plan for their future class placement and targeted intervention.
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).

a. SIFE students are currently being mainstreamed into our regular programming. In previous years this subgroup received a semester of science, math and ESL in a small class taught by ESL teachers using ESL strategies.

b. All teachers of newcomer ELLs used research-based strategies in the classroom. They provide differentiated materials, access to technology and other aides to comprehension including the use of online reading development programs.

c. Our students receiving services for 4-6 years are reviewing additional reading and writing interventions. These occur biweekly during the regular school day in groups no larger than 10 students. In addition, they receive afterschool English Language Intensive courses.

d. Former ELLs continue to receive support from content teacher through participation in classes using differentiation and vocabulary development. These scaffolds are used to support them in transitioning to grade level reading and writing in math, science, and social studies. They also participate in advanced placement classes in U.S. history and English. These courses are aimed at preparing them for grade level content.
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?
Students who are ELLs with disabilities are served as per their IEP. They are placed in ICT classes where they are able to receive additional support from a special educator. The teaching team meets weekly to discuss the strategies that would best meet the instructional and socio-emotional needs of the student.
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?
Students with disabilities are programmed to receive the mandated number of instructional ESL minutes and content credits. In cases where students are in need of additional classes or a more flexible schedule, they are programmed during our 0period or period 9.

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
Native Language Arts:	3
Social Studies:	4

Class/Content Area	Language(s) of Instruction

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

Math:	4			
Science:	2			

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

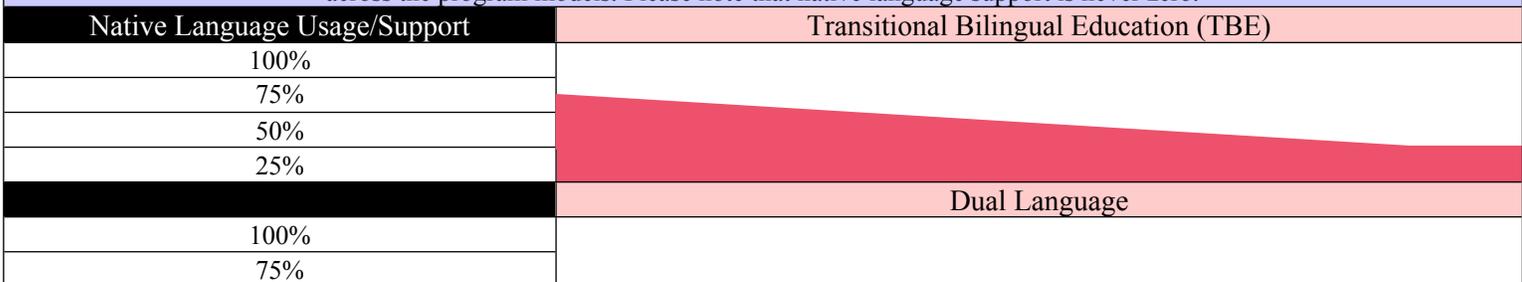
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Modules: small groups meet biweekly to address needs identified through diagnostic and teacher observation. These sessions change their focus every 6 weeks to accommodate student needs across content and the socio-emotional arena.

ELI: small group ESL courses provided after school to accelerate the learning of our 9th grade class.

Saturday Academy: small group courses and tutoring designed to target reading and writing skills.

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

The three forms of intervention used at BBHS allows us to have a structured but flexible way to address the changing needs of our students, as well as to address the literacy gap present for all students throughout the school day as well as during after school and Saturday Academy. Our students are also able to build positive relationships with all of the adults at our school, as they are usually placed in intervention classes with teachers they do not have classes with on a regular basis.

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

We are currently working with Good Shepherds Services to include more arts and sports based extracurricular activities and credit bearing classes for our students. These classes will be co-taught by a GSS provider and one of our ESL teachers so as to design a curriculum that meets the needs of our ELLs at various levels.

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

none

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

We currently provide classes during after school that are specifically designed to target reading and writing for ELLs at different levels. These courses are open to any student but our largest group is in the 9th grade. Additionally, we offer activity based classes through a partnership with Good Shepherd which provide opportunities for student government participation, athletics, and the arts. These programs and information about them is provided in English and the student's native language.

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

We currently use teacher designed instructional units. These are developed using the Common Core Standards. Materials from Engage New York and the Common Core Library are sometimes adapted to meet the needs of our ESL population while allowing them the opportunity to access grade appropriate content.

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

Native Spanish speakers are enrolled in Spanish reading and writing courses to develop their first language literacy skills. These courses support the English Language Arts and Social Studies curricula. Heritage speakers of French -- our ELLs from west African countries -- take French as a Heritage Language. Native Spanish speakers with strong first language literacy skills have the opportunity to take Advanced Placement courses in Spanish Language - next year we plan to also offer AP Spanish Literature.

Spanish-speaking students who are recent arrivals can take Integrated Algebra in their native language. This course facilitates accelerated content-area learning and credit-accumulation for students requiring native language support. Low-incidence language speakers are paired, whenever possible, and provided tutoring in their native language. Math classes have no more than 27 students per class. Units strategically include content and language objectives and instruction is based on the workshop model. In addition to the Human Body/Human Impact science course designed to prepare SIFE for high-school level science content, we additionally offer Earth Science in Spanish for recent arrivals. Five sections of Living Environment are offered, including an ESL-based course taught by an ESL certified teacher with expertise in Science content. Chemistry and Physics are additionally offered. Those courses are taught in English with the use of ESL teaching strategies. Students with low-incidence languages are paired whenever possible.

Global History and US History courses are offered in Spanish to enable accelerated content-area learning and credit-accumulation for students in need of native language support. English Global History and US History courses are semi-heterogeneously mixed,

with low-incidence language speakers paired whenever possible. No class exceeds 25 students. Units strategically include content and language objectives and instruction is based on the workshop model.

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

Our curriculum is aligned with the Common Core Standards. These standards are developed to ensure grade appropriate academic expectations. When these are adapted by our teachers to meet the needs of our ELLs, we ensure that any additional materials and texts are also developmentally appropriate for our students.

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.

During the summer students and parents participate in orientation activities designed to inform parents and students of the academic expectations of high school. Parents are also informed on the design of our ESL program and of the three types of programs offered in NYC. During this time students take several diagnostic exams and participate in culture building activities aimed at preparing them for our programs.

18. What language electives are offered to ELLs?

Spanish is the only elective currently offered.

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)?

NA

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.

Ongoing professional development is a priority at our school. Our teachers attend weekly ELL related professional development sessions. Content area teachers also attend professional development that will support their instruction of ELLs in their classrooms. This year, teachers are participating in professional development aimed at developing their expertise in aligning instructional goals to the CCSS. We also provide teachers with sessions that provide training for topics relevant to all of our subgroups. These include testing accommodations, assessing ELA standards and performance indicators for ELLs in multiple levels, incorporating strategies for planning and implementing the use of academic language in all four modalities in lessons, the needs of our Special Education ELLs and differentiating instruction for ELLs in the content areas.

Outcomes for these sessions are developed and peer reviewed units, common core aligned lesson plans that incorporate questioning strategies and explicit academic vocabulary development for ELLs. In addition to this, we offer sessions to target the implementations of students based discussion techniques in every classroom.

PD occurs with all teachers every Wednesday from 2:00 - 3:40. These sessions are planned and implemented by our curriculum and instruction teach and guidance team. Our teachers all receive well over the required professional development time required. All agendas for our PD are posted on our Bronx Bridges Portal and attendance is taken at every session.

At the start of the school year all teachers participate in PD led by the guidance team. These sessions are aimed at preparing teachers in helping students transition into high school. They receive training on developmentally appropriate behaviors and how to mitigate the challenges these may pose for academic success, learn about how high school credits are computed and earned, and also learn how to prepare students for the testing expectation (Regents, ACT, etc).

All teachers are trained by the guidance team on strategies to support their assigned small group of students. Teachers then guide these groups for four years in their transition into high school. They conduct college readiness tutorials and visits to prepare students to be college bound.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are heavily involved through the PTA- Parent Teacher Association. Parents are receiving English Classes themselves through Saturday Academy and we are exploring programs to address the social and emotional needs of our families.
 2. Yes, we are currently partnered with Good Shepherd Services and a total of 20% of our families are referred to them.
 3. We provide surveys in our student in-take and via the phone and through the PTA.
 4. Workshops, parent meetings, language classes, and constant Family Group Advisor communication ensure that we are meeting the needs of our families.

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:

School Name: Bronx Bridges High School

School DBN: 08x432

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pablo Villavicencion	Principal		11/15/13
	Assistant Principal		
Miriana Perez	Parent Coordinator		11/15/13
Wandaly Rentas	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Gladys Santapau	Guidance Counselor		11/15/13
	Network Leader		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: 08x432 **School Name:** Bronx Bridges High School

Cluster: 6, Jose Ruiz **Network:** 603

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

Part A: Needs Assessment Findings

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

In order to determine the written translation and oral interpretation needs, our school uses entrance interviews, the Home Language Survey, HL information on ATS and ARIS, and a student profile questionnaire to determine the needs of our parents and families. This is all done prior to the start of the school year and with each subsequent new admit/transfer student.

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.

Our school is focused on serving English Language Learners. 100% of our families require written translation and oral interpretation. This is communicated to our faculty and staff in our weekly staff meetings, school-based portal, and in communications to our parents. 90% of our parents require Spanish translation and interpretation services, 8% require French, and 2% require other services (Urdu, Bengali, Fulani, Mandingo, Cambodian)

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.

All documents are translated to the languages of our parents (with the exception of those that do not have a written form). We use the DOE Translation & Interpretation Unit.

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

In all meetings, we have Spanish, French, Bangla, and Arabic interpreters. In cases where other languages are needed, we use the DOE Translation & Interpretation Unit.

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>.

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Parents were notified of this during the orientation, first week of school, the first parent-teacher conference and is posted in the main office.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered

languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. This is posted in the main hallway and in main office.

C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. This is addressed in the campus-wide safety plan.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. All forms are available in Spanish (90%) and French (8%)

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

This is handled by another NYCDOE entity.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Bridges High School	DBN: 08X432
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Bronx Bridges High School is focused on meeting the needs of a wide-spectrum of English Language Learners, from SIFE students to LTEs. The data collected reveals a wide range of academic needs from low reading levels (issues with decoding, phonics, fluency, comprehension), to writing (grammar, unfamiliarity with the writing process, sentence formation), to low levels of listening comprehension, and to severe deficiencies in math skills (multiplication, division, measuring, graph reading, and use of calculator). It also reveals most of our ELLs have academic and social emotional issues beyond English and Math that include absentee issues, lack of awareness of high school requirements, and a lack of awareness and readiness for college.

Various team members of our school agree that we needed solutions that could be used in the classroom (as centers), in small group instruction (during our modules), and in afterschool/Saturday programming given that we needed more instructional time with our students. We also agreed that we needed support in the following areas to address the needs of our students:

1. A solution that allowed teachers to differentiate math instruction given the wide range of content level proficiency and range of math skills competencies. The solution would ideally be web-based so students and parents could access the support from anywhere (providing no excuses if the student was absent) and have support in either Spanish or French. Additionally, the solution would also be one that would allow us to support parents in supporting their students in math given the low level of Algebra knowledge expressed.

2. A solution that allowed teachers to differentiate reading instruction based on the wide-range of reading levels and the majority of our ELL students being below a 2nd grade reading level when they first enter our school. Even with smaller, leveled ESL classes, it is difficult to provide additional English phonics support given the number of students in need of this intervention. Title III funds are used to purchase reading texts for supplemental programs that are held afterschool and during Saturday.

Program Structure:

Afterschool Program

Days: M, T, T, F

Times: 3:40-5:40 PM

Student:Teacher Ratio: 8:1

Part B: Direct Instruction Supplemental Program Information

LOI: English and Spanish

Programs Structure:

ELA: System 44, Guided Reading, Achieve 3000

Math: Small Group Tutoring, Apangea Learning

1 math group and 2 ESL/ELA groups. Students rotate twice during session

Saturday Program

Days: Saturday

Times: 8:30 am to 12:30 pm

Student: Teacher Ratio: 8:1

LOI: English and Spanish

Program Structure:

ELA: System 44, Guided Reading, Achieve 3000,

Math: Small Group Instruction, Apangea Learning

Part C: Professional Development

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

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

Begin description here: The school's program includes five forty-eight minutes common preparatory periods in which all teachers have an opportunity to meet for the following activities: subject meetings/ planning time; advisories meetings; Pupil Personnel Team Meetings/ Focus groups meetings; Interdisciplinary Teams Meetings; and others. Staff developers and consultants meet with teachers individually, by cohorts or with the school at large to work on specific tasks. All teachers work on curriculum development using backwards design and literacy strategies in content area classes. Our CFN instructional specialists will provide professional development in ELL strategies, Youth Development, college readiness and data analysis.

In addition, the teaching staff meets on Wednesdays during a common meeting time for professional development activities to continue the work in the following areas: Understanding by Design, Backwards Planning; Providing Sheltered English Instruction to ELL, using the SI model; Teaching reading and writing to ELL, using balanced literacy; Scaffolding instruction for ELL and reading and writing through

Part C: Professional Development

the content area, using QTEL and AVID; Using technology as a tool to teach ELL; The development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology; and Youth Development.

We are also awaiting to hear from SIFE grant to determine if we will receive more PD from Dr. Margarita Calderon using the EXC-CELL program for vocabulary.

Part D: Parental Engagement Activities

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

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

Begin description here: 1. Parents are heavily involved through the PTA- Parent Teacher Association. Parents are receiving English Classes themselves through Saturday Academy and we are exploring programs to address the social and emotional needs of our families.

2. Yes, we are currently partnered with Good Shepherd Services and a total of 20% of our families are referred to them.

3. We provide surveys in our student in-take and via the phone and through the PTA.

4. Workshops, parent meetings, language classes, and constant Family Group Advisor communication ensure that we are meeting the needs of our families.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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