



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX REGIONAL HIGH SCHOOL
DBN (i.e. 01M001): 12X480
Principal: COLIN THOMAS
Principal Email: CTHOMAS@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: LISA PILASKI

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
COLIN THOMAS	*Principal or Designee	
Orlando Del Villar	*UFT Chapter Leader or Designee	
Eltha Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
KIMBERLY COLON AMIE MANZUETA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Roman Rosado	Member/	
Judith Salinas	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
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.

By June 2014, 75% of the teaching staff will identify and monitor the progress of 3 students on 3 different levels using our "Student Success Program" to differentiate instruction to support all learners.

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.

Improve school wide assessment practices so that data gathering systems are effectively used to analyze student learning and adjust instruction. 2012-2013 QR Indicator (2.2)

Differentiated instruction is an area we need to improve upon based on the 2012-2013 quality review. Our supporting success program, allows teachers to create a portfolio for students with different skill sets. As the teachers work with the students they take what they learn from assorted interactions (sample work, summative and formative assessments, case conferences) to make strategic decisions about next steps for that specific student. Our students tend to fall into three groups so the teachers will take what is applicable and apply it to similar students.

This case study analysis looks at both academic and social behavior. The close monitoring of the students allows a range of issues to be discussed and a number of strategies to be used. The teachers will share their findings on a weekly basis with their department member(s) and the department will inform the entire teaching staff about the lesson they learned at monthly department meetings.

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 will use the information available in ARIS, attendance data, assessments used in class, regents results, and mock regents data to determine which three students will be selected for the "Student Success Program" at the end of the fall term.
2. The teachers will analyze student work, summative and formative assessments, regents state exams, mock regents exams to determine differentiated strategies to use to support all learners in the classroom and adjust curriculum and lesson plans.

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

1. The staff members connected to the students will all play a role in making sure the student grows academically and strong steps are made towards graduation. The administrators, teachers, guidance counselor, and attendance group member assigned to the student will communicate with the child's parent.
2. The portfolio and the materials required to monitor the growth of each student will be provided by the school. If the teacher requires additional resources they will be provided by the administrative team.

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

1. This spring program will allow the students to be monitored over the 1st cycle of the spring semester. The progress report issued will be an important tool to guide the conversation during open school week in March. However, the progress the student is making weekly will allow intervention(s) in advance of the report cards. The academic standing of the student will be instrumental in determining if the student is on the path to earning a passing grade. Teachers will be encouraged to identify students who need to pass a state examination if applicable.

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

1. Spring semester - February 2014, March 2014, & June 2014

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

1. The students monitored must be enrolled in the class during the first week of the semester and need to earn the entire credit. The students must have an attendance percentage that allows the teacher an opportunity to work with them consistently. The team assigned to work with the students must be prepared to troubleshoot potential challenges.
2. The structure of the program allows teachers to meet one to one to discuss progress. These meetings are logged in the portfolio so both student and teacher are aware of benchmarks.

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).

Please see the portion of the CEP dedicated to PIP. As a Title 1 SWP our parents have agreed to comingle funds to better meet the academic and social needs of all our students.

Budget and Resource Alignment

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

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

N/A

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.

By June 2014, 65% of the teachers will be rated Effective or Highly Effective using measure of teacher practice.

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.

Ensure that across classrooms instructional planning reflects effective strategies and materials to accommodate all students to maximize learning. 2012-2013 QR Indicator (1.2).

This year the implementation of advance is a priority for the Chancellor. Teachers and administrators invested time over the summer to learn the nuances of this new evaluation system. This new system is designed to identify the practices that improve instruction. Our Quality Review shows that improvement must be made in the instructional core and the use of the Danielson's rubric will allow teachers and administrators to have focused conversations on sound teaching practices.

In September our first professional development activity as a staff was a review of the information collected by our reviewer. The entire staff was divided into teams to discuss the things we did well and the things we needed to improve. Our findings were the same as the reviewer and steps have and will continue to be taken to earn a grade of proficient into at least two of the three aforementioned indicators.

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. Professional Development session in September 2013 to discuss and determine QR goals for the 2013-2014 school year and ongoing reviews of the rubric used to evaluate teachers after each observation
2. Initial Planning Conferences with a goal setting component (all teachers have smart goals for this school year, Monthly Department meetings, weekly team meetings, and intervisitations.

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

1. Administrators, Achievement Coach, Generation Ready Consultant, Talent Coach. The aforementioned individuals will work closely with teachers and administrators as Advance is implemented.
2. Teachers in need of assistance will receive feedback on ways to improve their practice by the aforementioned individuals.

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

1. Each teacher during the IPC selected an option and will receive feedback based on the low inference notes gathered during formal and informal observations.
2. Teachers will meet with an administrator after observations to discuss the findings the observation. The option selected by the teacher will determine the amount of formal feedback throughout the year.

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

1. September 2013 – May 2014 all teachers will be evaluated and supported.

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

1. The Generation Ready consultant is scheduled to work with all teachers and will work with us at least 12 days during the year.

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).

Please see the portion of the CEP dedicated to PIP. As a Title 1 SWP our parents have agreed to comingle funds to better meet the academic and social needs of all our students.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

By June 2014, we will decrease the chronic absenteeism rate by 3%.

Comprehensive Needs Assessment

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

Our latest progress report and monthly attendance reports from the network show we tend to struggle with attendance. Last year, our rate of chronically absent students was 72.30%. We know that if we are able to reduce this number more students will be able to earn credit, pass state examinations and ultimately graduate.

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. A large percentage of our students have historically been absent for more than twenty days during an academic year. As a result all students are closely monitored by a subgroup of the attendance team. The team leaders of the subgroup assigned connect students to specific staff members will be responsible for making sure the students in their ARIS group report to school as often as possible.

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

1. Attendance Teachers, Guidance Counselors, Administrators, Community Associates, Educational Para-Professional, Social Workers and Social Work- Interns.

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

1. Each month the attendance group meets on the second Thursday to discuss the progress we are making as a school. These sessions allow us to review the numbers for the month and allow the teams to share what they have learned. Each staff member brings a report that shows the gains and losses that impact the progress report. This information allows us to determine next steps.
2. During these sessions we review reports issued by teachers. These At Risk Reports allow additional support to be provided in the classroom because the staff member assigned to the students will address the issues and report back to the group.

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

1. The Team reviews attendance data from September through June. We look at assorted attendance reports especially the RIBO report which allows us to see where we are and how we compare to similar schools.

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

1. Our weekly meetings on Monday and Tuesday force us to deploy staff members in different ways. The meetings take place during the day so we do not require per-session.

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).

Please see the portion of the CEP dedicated to PIP. As a Title 1 SWP our parents have agreed to comingle funds to better meet the academic and social needs of all our students.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

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.

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

Goal and Action Plan #5

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

Annual Goal #5

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

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

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

<p>Social Studies</p>	<p>We have designed a PM school program that addresses many of the gaps in our students learning. We allow students to take classes after school for credit (Tuesday – Friday.) During the school year students are able to earn 4 additional credits in areas where they have struggled. The PM school teachers allow the students to work in small groups and have the ability to work with students one-to one if necessary. In addition, we will allow eligible students to take classes on-line (I-Learn) to recover lost credits.</p>	<p>Small group instruction</p>	<p>Zero period – As needed. PM School – Tuesday through Friday (3:15 – 5:15) Saturdays – (9:00 -12:00) as we approach the regents testing period.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>We have two guidance counselors because the needs of our students are a priority. Each guidance counselor is available during the day. However, our students are aware that they can speak with their counselor after school on a daily basis until 3:45 p.m. The additional thirty-five minutes after school per day allows concerns about credits, graduation and other issues to be addressed.</p> <p>A school Psychologist is assigned to the school on a part-time basis and works closely with the Special Education Department.</p>	<p>One to one sessions, small groups, and large groups.</p>	<p>Every day from (8:00 a.m. to 4:00)</p>

The Social Worker supervises three interns and they function as co-leaders in Family Group classes. The interns have a caseload and provide services to students in their family group and to any students in need at BRHS. All interns report to the Social Worker weekly. During these sessions the needs of students are addressed and ways to make improvements in their classes are devised.

The school collaborates with Montefiore Hospital. We have a medical team that meets the needs of all students that opt to sign up for services. Medical, mental and dental needs are addressed in a confidential environment.

**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.			
*	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.

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

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

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

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).

Our teachers work one on one with our Generation Ready consultant. The consultant's primary function is to assist teachers as they align our curriculum maps to the common core. Our teachers as members of the UFT have access to assorted professional development provided by their union. This year due to changes in the way teachers are evaluated they are offer assorted training sessions.

We also allow and encourage our teachers to attend local regional and national professional development conferences and workshops. The school will pay for the training as long as the teacher is prepared to turn-key the training. We do have a UFT teacher center coordinator on site and teachers are able to use the resources on the 1st floor.

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.).

We are instructed to support students and families that are in need of additional resources. Our guidance team and

programming office work together to make sure our students in need are able to share their situation with specific staff members. We use the funds allocated to purchase clothing, food, and school supplies for our students. students we must pay close attention

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

This year teachers and administrator worked together to determine the measures of student learning. The collaborative work allowed a group of teachers to take the lead on the evaluation process. In September, we were able to agree on how teachers would be evaluated. The teams assigned to do this work met with their peers and presented the plan.

In the fall, all members of the teaching staff played a role as we used performance assessments in English, Global History and U.S. History. During the spring semester we will assess the students again and all members of the teaching staff will play an active role during this testing cycle.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

Bronx Regional Parent Involvement Policy (PIP)

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:

Our intake process was recently revised to make sure all incoming parents are aware of our expectations and agree with the plan we have to help their child to graduate without delay. The one on one conversation we have to start the enrollment process begins with the Assistant Principal. A basic review of records and mandatory admission requirements allow a candidate to move on to the next phase of intake. A more detailed interview takes place with one of our guidance counselors. During this meeting the parents and student discuss a broad range of academic and social matters. This discussion allows us to develop an understanding of why the transfer is taking place. Our goal is to avoid past failures and habits that lead to poor academic or social performance. If all moves well and the student appears to be a good candidate, a plan is drafted that shows the earliest possible graduation date. The parent and student see and agree to follow the plan. The successful conclusion of this meeting allows parent and student to be invited to the last phase of the intake process. Orientation allows the family to meet with other members of the Bronx Regional Community. During this session parents meet and hear from the principal, assistant principal, teacher, social worker, conflict resolution coordinator and their specific guidance counselor.

Parents leave this orientation with a clear understanding of how the school will support them and we provide the following handouts:

Bell Schedule

Citywide Standards of Intervention and Discipline Measures

Choices of Successful Students – In fact, they are told read this to with their child

Expect Success – A Family's Guide to Preparing Students for College and Careers

Graduation Requirement cards

Montefiore Clinic – on campus medical services

Parent involvement Policy and Parent Compact

Report Card Cycle Dates – with Open School Week information and Regents Schedule

Telephone numbers of the Assistant Principal and Principal

We make parents aware of how our attendance team functions and within the first two weeks of their child attending the school they receive a call from the staff member assigned to them for the year. This person will communicate consistently with the home about school related issues throughout the year. All parents agree to attend open school week meetings moving forward and they are encouraged to join the SLT and PA.

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:

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

The administration has arranged for the Principal or Assistant Principal to be available on any morning by appointment. These meetings start at 7:15 am and end at 4:30 pm. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The Attendance Team plays a key role in communicating with parents. The team is split and staff members are assigned 15-25 students. The team members are responsible for communicating with the family on a weekly basis. The consistent calls allow parents to become familiar with their assigned staff members. The ongoing communication allows parents to be familiar with all school activities.

We also use our newsletter to inform all parents about meetings and we have parents call parents to increase participation on the SLT and PA. The PA plays a key role in parent recruitment.

We historically have a small group of parents committed to supporting the school as members of the PA. The School Leadership Team and PTA usually meet on the same day. During these meetings, we focus on the issues that impact the school. At the closing PTA meeting in June both parents and staff will review current protocols and offer suggestions for the upcoming school year.

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;
- 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;

This year we are working with parents in a different way to improve regents' results. We will meet with them six weeks prior to the testing cycle in January and June. During these Saturday morning gatherings parents will bring their children and receive a testing overview. The meeting will allow us to have a concrete conversation about the steps required to pass Regents examinations. We will group parents and students around the examination(s) needed and do the following:

- Explain what is expected of a student to pass the test
- Review all parts of the examination
- Model key components (essays, formulas, etc.)
- Discuss test taking strategies
- Provide parents with an examination analysis
- Suggest a study plan based on their child's skills
- Provide internet support sites
- Make parents aware of after school and weekend preparation session
- Distribute the examination schedule for January 2014
- Encourage parents to support our preparation efforts.

We will use these meeting to recruit parents to the SLT and PA.

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:

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

Support home-school relationships and improve communication by:

- **The Department of Education determines the dates for Open School Week and we inform all parents about the conference schedule by newsletter. During open school week in the fall and spring parents are encouraged to meet with teachers and members of the guidance and social work teams. We take this opportunity to have detailed discussions about grades, plans for college, plans for work, etc. We make sure parents that do not report to the scheduled meetings receive a call from the staff members assigned to them and they learn how their child performed during the call.**

As a cycle based school we send eight report cards home per year. The report cards are mailed home, but we strongly encourage parents to visit the school to pick up two of the eight report cards. This is done to make sure parents have an opportunity to visit the school in the fall and spring. Our parents are encouraged to make appointments with teachers by contacting their child's guidance counselor or the attendance person they speak to weekly. The teacher or information they need will be discussed and hopefully resolved. These meetings take place both during and after school hours.

- **During orientation and through newsletters we encourage parents to work with us in an assortment of ways. We open our doors to parents and invite them to sit in classrooms and attend assemblies. We encourage parents to support their child's learning in the following ways:**
- **Join PTA or SLT**
- **Support learning by making education a priority in our home**
- **Make sure their child is on time and prepared every day for school**
- **Monitor attendance**

- Talk with their child about his/her activities every day
- Schedule daily homework time
- Provide an environment conducive for study
- Make sure that homework is completed
- Monitor the amount of television my children watch
- Attend awards assemblies.

Provide parents reasonable access to staff by:

- We allow parents to meet with teachers with relative ease. The guidance counselors usually set up these parent teacher meetings. We have a bilingual guidance counselor and social worker so they are able to translate for the parents who do not speak English. In addition, as indicated the staff member assigned to a particular student will relay information for a parent during weekly attendance meetings.
- We also provide parents with the teachers e-mail address during orientation. In extreme emergencies parents know the school open for calls at 7:15 a.m. and someone is available until 4:30 p.m. daily.

Provide general support to parents by:

- Making sure they know two staff members (guidance counselor and attendance team member assigned to them)
- Inviting them to join the SLT and PA
- Explaining the graduation process and transition from high school procedure
- Listening to their concerns and support their child as steps are taken towards graduation.

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 homework and submit all assignments on time;
- Follow the school rules and be responsible for all actions;
- Show respect for other people and property;
- Try to resolve disagreements or conflicts peacefully.

**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 12	Borough Bronx	School Number 480
School Name Bronx Regional 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 Thomas Colin	Assistant Principal Modesta Rodriguez
Coach type here	Coach type here
ESL Teacher Vanessa Paulino De Flanagan	Guidance Counselor Judith Salinas
Teacher/Subject Area Vicky Jaramillo/ Special Needs	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
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	1
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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	266	Total number of ELLs	26	ELLs as share of total student population (%)	9.77%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out											4	7	15	26
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	4	7	15	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	4
SIFE	8	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8	4	1	10	3	2	8	1	2	26
Total	8	4	1	10	3	2	8	1	2	26

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE											0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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											4	7	15	26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	4	7	15	26

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)											1	2	5	8
Advanced (A)											3	5	10	18
Total	0	0	0	0	0	0	0	0	0	0	4	7	15	26

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	17		2	
Integrated Algebra	12	12	10	10
Geometry	3	3		
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4	4		
Living Environment	13	13	6	6
Physics				
Global History and Geography	17	17	5	5
US History and Government	14	14	3	3
Foreign Language			9	
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.

Paste response to questions here:

Response to questions 1-8

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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](#).)

Paste response to question here:

During the intake process, if the student and parent have limited english proficiency, the Assistant Principal incharge of admissions will assign the Bilingual School Counselor, Judith Salinas, to interview them in spanish. Students identified as new comers to the New York City public education system are required to complete the HLIS. The counselor will assist the parent while filling the HLIS. Based on their response in the survey, the ESL teacher, Vanessa Flanagan de Paulino may administer the LAB-R. In addition, the spanish speaking students will also take the Spanish LAB exan within 10 days of admission in our school. The exam will be scored in house and the results will be delivered to the school's Borough Assessment Office.

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.

Paste response to question here:

Part of the admissions process at Bronx Regional High School requires all prospective students and parents to attend a New Student Orientation before being admitted. In addition to the general orientation, parents of ELLs are provided with literature and have the opportunity to view a video which details the three instructional program models available for ELLs in New York City public schools; Transitional Bilingual, Dual Language, and Freestanding ESL programs. The Assistant Principal and Bilingual Counselor are available to discuss and answer additional questions parents may pose.

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 [\[see tool kit\]](#).)

Paste response to question here:

During the orientation, parents complete the Parent Survey and Program Selection form. Parents indicate the program preference for their child. While parents normally complete the form at the orientation, they may take the form home if they wish. Our guidance counselor follows up to ensure that the form is returned. We also provide entitlement for services for students who score below proficient on the NYSESLAT exam given in the spring. We make sure that the letters that are sent home to parents are translated in the parent's home language.

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.

Paste response to question here:

While we offer Freestanding ESL, parents may select any one of the three program choices for their child. Parents may select Dual Language, Freestanding ESL or Bilingual. Parents selection is indicated on the Parent Survey and Program Selection form. If a parent selects Dual Language or Bilingual, we work with the Office of English Language Learners to help parents find a school that matches their selection.

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.

Paste response to question here:

The NYSESLAT is administered to all ELLs each year. RLAT is used to determine the eligibility and performance level of each student. This report displays students' NYSESLAT scores over the past 3 years. Students take the test during their scheduled ESL class. The different components of the test are administered during the days that are allotted for each section. Students move on to the next section once the appointed days for that section have begun. Students do the speaking portion one on one during a free period.

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. 

Paste response to question here:

Parents have been selecting our Freestanding ESL program over the last couple of years.

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])?

Paste response to questions here:

ELL students spend the majority of their day in all-English content instruction and are brought together for one or two periods daily (based on their level of English in the NYSESLAT), for English-acquisition-focused instruction as determined by their New York State English as a Second Language Achievement Test (NYSESLAT). Advanced ESL students are programmed in one ESL class and one core English class and Intermediate ESL are programmed in two ESL classes

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)?

Paste response to questions here:

Our ESL instruction is delivered in Pull-Out model. Students spend the majority of their day in all-English content instruction and are brought together for English-acquisition-focused instruction in heterogeneous ungraded classes. Students are scheduled in ESL classe based on their level on the most recent NYSESLAT. Intermediate students receive 410 minutes of ESL instruction each week. Advance ESL students receive 205 minutes of ESL and 205 mins. of English Language Arts class each week

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.

Paste response to question here:

Content area subjects are delivered in English with some first language support in the subjects where the teacher speaks the same language as the students. Teachers differentiate instruction and use different approaches and methods to provide ELL students with a point of entry varying on their language skills. Teachers may provide students with annotated text, first language support,

or a content area thesaurus. Students are grouped with students who have a strong grasp of the content area subject and the students' first language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

Ells and Former ELLs take state examinations both in english and their native language.

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

Paste response to question here:

Students are instructed and assessed in all four modalities throughout the year both formally and informally in all the content areas. The tasks the students are assigned require them to read, write, speak and listen on an ongoing basis. The teacher grades their work and therefore knows the strengths and weakness of each student. The results from projects and class examinations determine how ELLs are assessed both formally and informally in the classroom.

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).

Paste response to questions here:

SIFE students are assessed through several diagnostic tests at the beginning of the year to see if there are any deficiencies in their content subject knowledge. Teachers work closely with students to fill in these knowledge gaps throughout the year.

Due to the fact that we are a transfer school, students arrive at Bronx Regional High School after attending other comprehensive New York City High Schools and consequently, we do not have any students who are classified as newcomers.

We support former ELLs with testing accommodations for up to two years after achieving proficiency in the English language.

Our lesson plans are structured, so we have multiple points of entry. These points allow students with varying skills to do the

work

in a manner that best meets their academic needs.

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?

Paste response to question here:

Response to questions 7-18:

Our ESL program is aligned with New York State's ESL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials. Classes include language arts instruction, and a focus on solid English as a Second Language program. The ESL classroom is equipped with Laptops, a Smart Board, text books, learning centers and an extensive classroom library with books for each level of proficiency. The library will be upgraded as our school focuses on the needs of our ELL population. ESL students are awarded the opportunity to further prepare for state Regents exams in block classes within our master program and during PM classes. The ESL teacher will also be available to provide additional support in PM Regents prep classes exclusively for English Language Learners. Ells are also programmed for one period of Spanish classes to meet New York State foreign language requirements. Newly enrolled ELL students are placed in a Family Group. This class allows a teacher and social worker to help students transition more smoothly into the school. This group, composed of no more than 15 students meets daily for half a semester (45 days). Two of the five days will be spent improving literacy and numeric skills. The remaining three days are dedicated to skill acquisition through assorted group building activities. As part of the intake process, all students take the Scantron Performance Series to better understand their academic needs in math and ELA. Teachers use this data to set individual student goals and devise ways to meet individual students' needs. We have Spanish speaking teachers in the Science, Mathematics and Social Studies Departments. These teachers are able to support the Ells by communicating in their native language. We offer block classes, after-school classes, and Saturday classes to provide students with additional instructional time to enhance their skills. Our school's schedule enables ELLs to spend a minimum of 4 periods with students who do not have limited English proficiency. We utilize flexible programming under NYC Special Education Reform to ensure ELLs with disabilities are served in the least restrictive environment to ensure maximum time in general education classes. This means they receive direct or indirect SETTS for at least one period each day. The majority of

their academic time is spent in general education classes. The needs of our students determine the schedule that we are able to provide. We currently offer two Spanish classes and are prepared to consider other logical options. Our master program is modified twice over the course of the school year to meet the needs of our students

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?

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

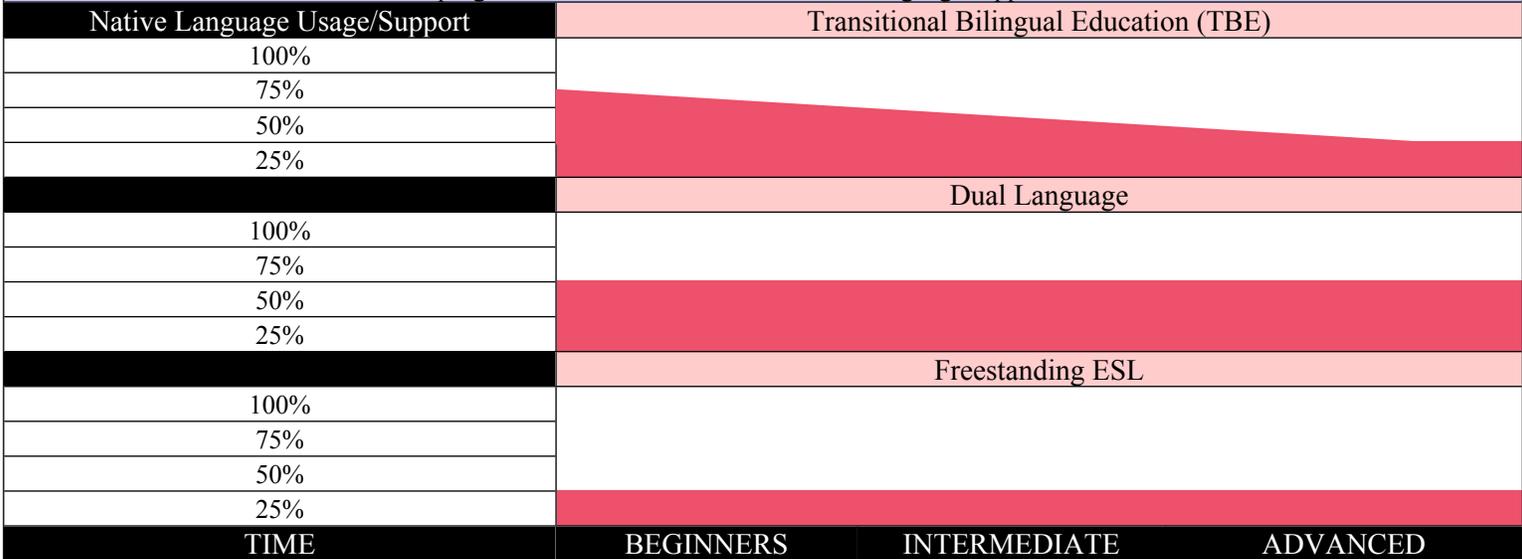
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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.

Paste response to question here:

Response to questions 7-18:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

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.

Paste response to questions here:

The ESL teacher as well as other content area and SETTS teachers participates in two weekly, 42 minutes department meetings. These sessions allow teachers to work together. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills. The ESL teacher and other teachers are encouraged to attend outside professional development sessions hosted by our network. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, and students' language acquisition skills. In addition, this year, she will work closely with the English Department as teacher teams use students work to devise ways to help all students. The ESL teacher will also attend outside Professional Development. In addition, this year, she will participate in monthly ELL Institute. This Series of workshops consists of 5 sessions conducted by our Network and presented by AUSIE, among other presenters. Workshops focus on Text Complexity Model, Informational Texts Rubric, Reviewing classroom texts and exemplars, among other topics. The meeting dates for the 2013-14 school year are: 9/19/13; 10/17/13; 12/12/13; 2/13/13; 4/8/13; and 5/29/13. The ELL teacher turnkeys the PD she receives outside the building when she attends core department members. During these sessions she shares the common core strategies she is exposed to at the training sessions. The record of hours completed for mandated training is kept in the department binder.

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?

Paste response to questions here:

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronx Regional High School

School DBN: 12x480

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas Colin	Principal		11/14/13
Modesta Rodriguez	Assistant Principal		11/14/13
	Parent Coordinator		
Vanessa Paulino De Flanagan	ESL Teacher		11/14/13
	Parent		1/1/01
Vicky Jaramillo	Teacher/Subject Area		
	Teacher/Subject Area		
John Cooper	Coach		
	Coach		
Judith Salinas	Guidance Counselor		11/14/13
Lisa Pilaski	Network Leader		11/14/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x480 **School Name:** Bronx Regional High School

Cluster: 1 **Network:** 108

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

Part A: Needs Assessment Findings

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

Our intake process allows us to determine the language spoken by each parent prior to the 30 day deadline as per Chancellor's Regulation A663. The second phase of the intake procedure consists of an interview with the parent(s). At this meeting, we make sure the parent completes the blue card, HLIS, and other documents. Once we determine the language of preference, we make every effort to make sure we can effectively communicate with the parent.

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.

We have approximately ten parents who do not speak English and their native language is Spanish. We use staff and SLT meetings to share this information with the community.

Part B: Strategies and Activities

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

Our Spanish speaking staff has proven to be very helpful. Our In-house school staff will be responsible for translating newsletters, flyers and letters. We are prepared to use vendors if the task becomes too much for our team. These parents are assigned to our bilingual staff. These staff members translate, write, and help parents during visits to the school. We have three staff members (Assistant Principal, Spanish Teacher, and Bilingual School Counselor) who are fluent in Spanish and they will translate all relevant documentation (newsletters, flyers, and letters). They are also prepared to speak with parents in person or over the phone to ensure that our non - English speaking parents are aware of what is happening in their school. In the event, we cannot accommodate a family we will reach out to the translation unit for assistance. We provide a translated version of the bill of rights and responsibilities to parents in need during intake. In the event that translation is needed our in house staff provides both written and oral translations.

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

In-house school staff will be responsible for translating for parents. This will be done on a one- to-one basis.

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

Our intake process allows us to determine the language spoken by each parent prior to the 30 day deadline as per Chancellor's regulation A663. The Assistant Principal and Parent one of our School Counselors are both fluent in Spanish. They will assist with translation at all times. Many of the documents are sent to the school already translated and they will be mailed home. Any other relevant documents will be translated and mailed home. We will also use our phone system to communicate with non-English speaking parents.