



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONXDALE HIGH SCHOOL
DBN (i.e. 01M001): 11X508
Principal: CAROLYNE QUINTANA
Principal Email: CQUINTANA@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: MALIKA BIBBS

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
Carolyne Quintana, Principal	*Principal or Designee	
Caitlin DeRousse	*UFT Chapter Leader or Designee	
Barbara Schiraldi	*PA/PTA President or Designated Co-President	
Shajaira Correa	DC 37 Representative, if applicable	
Alexandria Schiraldi	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Wanda Pucci	Member/ Parent Association Treasurer	
Nikisha Ramsaran	Member/ PA	
Willie Soto	Member/ PA	
Karla Rodriguez	Member/ Parent Coordinator	
Gideon Frankel	Member/ Assistant Principal	
Jessica Smith	Member/ Student Representative	
Lyla Hendricks	Member/ Student Representative	
	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, teachers will improve effectiveness on questioning and discussion techniques in the classroom, by one level, in order to better challenge students to think and argue effectively.

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.

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

Instructional Strategies/Activities

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 principal will coordinate with the Institute for Student Achievement (ISA) to provide targeted support on discussion and argumentation via inquiry-based learning professional development opportunities. The ISA department-specific coaches will meet weekly with teachers from the Math, Science, and Social Studies department to support the development of inquiry-based lessons/units that are grounded in discussion and argumentation.
2. English, Social Studies, Science, ESL and LOTE, and Special Education teachers have been trained and will receive in-classroom coaching on the GreatBooks shared inquiry approach to facilitate student-led Socratic seminar-style discussions and lead students through lessons on five levels of questioning.

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

1. ISA content coaches, grade team leaders, and school leaders
2. School leaders, Great Books coaches, and above-listed teachers.

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

1. Principal, AP and Lit Coach will each conduct weekly walk-throughs using a research-based tool/lens aligned to the school's focus on effective questioning and discussion techniques. The principal, AP, Network Coach and ISA School Coach will participate in a norming session using the research-based tool. Members of this team will participate in frequent co-observations of staff to build common understandings.
2. School leaders will observe classroom discussions (shared inquiries) using the Great Books methodology across content areas.
3. School leaders will use reports in TeachBoost to gauge overall growth in Danielson's 3B

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

1. September 2013 through June 2014.
2. GB training in August and coaching two times per semester. GB methodology and common planning will take place through June 2014.

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

1. Using SIG monies, the school will secure content coaching and workshops through the ISA. Teachers have a scheduled team and common planning time during which to meet with the ISA.
2. SWP monies were used to purchase texts as well as training for teachers and added in-school coaching.

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).

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

Budget and Resource Alignment

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

	Tax Levy	x	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.								

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 administration will support teacher development, and improve teacher practice, for all pedagogues, including new teachers, so that by June 2014 the vast majority of teachers will show an overall improvement of one level in Advance

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 order to ensure high student achievement, and adequately support the large number of teachers new to the profession or new to the school's instructional model, the school leaders made rolling out the City's new system of teacher development and evaluation a priority.

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. School leaders will conduct short, frequent observations, providing actionable feedback verbally and in writing.
2. The administration has secured content-specific coaching through the ISA, as well as program-specific coaching based on course taught.
3. The school leaders will create a professional development plan for all teachers that includes: a New Teacher Workshop, workshops for educators based on strategies to address the needs of ELLs and SWDs, as well as targeted PD aligned to Danielson's Framework for teaching, the Common Core, the school's instructional framework and other content standards.

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

1. School leaders, along with support from the Network, including the Advance Talent Coach
2. Institute for Student Achievement, as well as coaches from Great Books, College Board, Scholastic along with school leaders.
3. Administrators in consultation with the Grade Team Leaders

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

1. Principal and AP will conduct no fewer than two formative observations per semester for each teacher using a research-based template to provide targeted feedback.
2. Principal, AP and ISA School Coach will conduct weekly walk-throughs using a research-based tool/lens aligned to the school's focus on effective questioning and discussion techniques. The principal, AP, and ISA School Coach will participate in a norming session using the research-based tool. Members of this team will participate in frequent co-observations of staff to build common understandings.
3. Teachers will complete a survey two times per year to evaluate the professional development opportunities.

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

1. August 2013 through June 2014
2. August 2013 through June 2014
3. August 2013, with a survey administered mid-year and again in June 2014.

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

1. School leaders have led professional development sessions aligned to Danielson and ensure teachers' deep understanding of the 22 components to help improve instruction and student learning. Per session monies have been offered for August sessions as well as after school workshops.
2. Grant monies were used to secure ISA support including weekly coaching.
3. Teachers have been offered after-school and summer professional development opportunities, leveraged with TL funds for varied PD opportunities. In addition, per diem monies were set aside to send teachers to PD provided by the Network, the ISA, and other outside agencies.

Strategies to Increase Parental Involvement

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

N/A

Budget and Resource Alignment

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

X	Tax Levy	X	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.											

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, the school will begin to develop a positive, collaborative classroom and school culture conducive to academic achievement as evidenced by improved results on the in-house student satisfaction survey.

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.

- We are a new, small school trying to establish ourselves, and our identity, within a very large campus that currently houses seven schools. Our instructional framework, as well as our ISA-influenced guiding principles, differs from those of the other schools in the building.
- Discussions with students, staff, and parents last year disclosed that as a result of the issues at Bronxdale in the 2012-2013 school year, morale was low and trust in the school was too. Though we certainly rebuilt in the last year, the process is ongoing.
- Bullying and fights and aggressive behavior are an unfortunate reality in high schools. We have been dealing with issues between our students and those in the sister schools – particularly because of age differences.
- We want to create an environment in which collaboration means that students, staff and parents work together as a team to support students' academic and social-emotional development – that's a direct reflection of our belief in distributed counseling.

Instructional Strategies/Activities

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. Principal convened a volunteer School Culture and Climate team to develop school-wide rules in 2012-2013. This year, the Culture and Climate Committee will fully implement the Center for Court Innovation's model for a School-based Youth Court.
 2. Principal designed the safety administrator's role with a focus on positive behavioral interventions; this year the committee developed a protocol for Round Table discussions (guidance interventions that include relevant staff, the student, family members, and guidance personnel).
 3. The School has partnered with Mercy College to increase parent involvement to improve student achievement by improving parent leadership and developing a shared understanding of "what is parent engagement?" at Bronxdale.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Youth Court/Culture Climate Committee and School Leaders; Student Youth Court members
 2. School leaders, advisors, content teachers, school counselors, parents and students
 3. Parent Coordinator, School Leaders, Parent Focus Group, Dr. Ferrer at Mercy College School of Education Parent Center
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Youth Court will be fully implemented and hearing at minimum two cases per week by Spring 2014 that leads to improved sense of community as measured by in-school student surveys as well as reduced incidents
 2. Reduced incidents and improved student engagement and achievement
 3. Shared understanding that leads to a mission as well as an established and sustainable parent focus group that meets monthly
- D. Timeline for implementation and completion including start and end dates**
1. Beginning last year, with training again in September 2103 through June 2014
 2. October 2013 – through June 2014
 3. November 2013 – through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. TL funds to offer per session for teacher trainers/coordinators; scheduled time for meeting.

- Scheduled meeting time during professional period so that all relevant staff may attend
- Schedule monthly focus groups, coordinate monthly meetings with Dr. Ferrer, offer training and professional development opportunities for PC, and workshops for parent leaders

Strategies to Increase Parental Involvement

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

Parents will take the in-house survey to measure their satisfaction with the school's culture and climate from September 2013 through June 2014.
 The school implemented Skedula/PupilPath to increase communication and provide parents with continued access to student data.
 Parents will be invited to varied parent workshops, including workshops about the college process, community-building, anti-bullying, etc.
 The school has partnered with Mercy College's School of Education Parent Center to strengthen parent involvement
 The school hired a bilingual Parent Coordinator
 The school launched a website and social media accounts to connect with parents

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	x	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.

By June 2014, school leaders will organize the school's resources, including staff, programs, and use of time to meet the needs of all students and boost student achievement as evidence by scholarship reports, growth on Performance Assessments, increased student participation, improved SRI scores, and credit accumulation.

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 school saw a need to create coherence among the multiple initiatives that are being asked of students, staff, and parents so that we would be able to ensure strategic use of resources leading to improved student outcomes for varied learners.

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

- Access to advanced coursework including The College Board's Pre-AP SpringBoard program in 9th and 10th grade ELA, AP English Language and Composition, AP Biology, Chemistry for all 11th grade students, Pre-Calculus and College Now Courses for qualifying 11th grade students.
- Tiered interventions including using a blended learning model for reading comprehension and basic Algebra intervention through Read 180 and the school's own Ascend to Algebra. The school has developed *flex* classes for the students transitioning out of an intervention program and into a Regents-based course.
- Language supports including an ESL co-teacher in all social studies classes and a daily double block of ELA/ELL instruction using a blended learning model. Integrated Co-Teaching in all core content areas for grades 9-11.
- Scheduled time for teacher teams by grades level, department, ICT and Kid-Talk four times per week. Teacher teams workshop each other's lessons and evaluate student work to identify gaps and strengths and share effective practices.

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

- Related content teachers and school leaders. Content-specific coaches. School counselors responsible for evaluating incoming student data and making programming decisions.
- Special educators along with content teachers, school leaders, school counselors, and program-specific coaches.
- ESL teacher, SpEd teachers and SpEd Coordinator, school leaders and school counselors
- Grade Team Leaders, Department Representatives, school leaders and school counselors along with related content/grade teachers

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

1. Students will be better prepared for college as evidenced by transcripts and by narrative and multiple choice responses on college readiness surveys administered two times per year.
2. Increased SRI scores – showing student growth by at least 50 points
3. Teacher observation of increased student participation
4. More rigorous teacher prompts that lead to higher level student work

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

1. August 2013 (trainings) through June 2014
2. August 2013 through June 2014
3. August 2013 through June 2014
4. August 2013 through June 2014

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

1. Teachers were provided with training and receive program-specific coaching
2. Teachers attended training and receive program-specific coaching; classrooms were re-configured and resources purchased
3. Teachers attend workshops and deliver in-school PD for colleagues; LAP committee was formed; Teachers received training, targeted resources and coaching
4. Teachers have a scheduled period for team time and common planning. Teachers are provided with protocols for evaluation of teacher prompts and student work. Teachers are provided with extended time to meet during Early Release Days

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).

Parent conferences and parent access to PupilPath to monitor student progress.
Parents are invited to targeted workshops

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

Title I funds were used to purchase resources including Read 180 texts and software as well as College Board's SpringBoard texts and web services. SIG Grant funds were used to offer per session for curriculum development, new teacher workshops, and added PD days. SIG monies are also used to provide release time for teachers to attend trainings. Tax Levy monies were used for textbooks and classroom resources.

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.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

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

		Small group: weekly	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.
Recruitment started in the Spring of 2013. School leaders established relationships with local teacher preparation programs including Teach For America, The New York City Teaching Fellows, and local, reputable colleges like St. John's, Manhattan College, and Hunter College. Through the ISA, the school reached out to Columbia's Teachers College as well. Because teacher retention necessarily leads to a well-developed instructional program, the school has invested time, funding, and effort into developing and supporting teachers, particularly new teachers. The school leaders facilitate monthly New Teacher workshops (open to all staff) and coordinate regular professional development opportunities in and out of school. The coaching model is prevalent at the school; coaches from the Institute for Student Achievement along with program-specific coaches support the school's task of developing and supporting teachers. Proficient teachers are provided with opportunities to take on leadership roles including ELL Coordinator, SpEd Coordinator, Department Representatives and, most significantly, Grade Team Leaders. Grade Team Leaders support teacher development by leading their teams through analysis of teacher prompts in coordination with student work to collaboratively provide feedback for improved teacher practice and, ultimately improved student outcomes.

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).
The school's PD plan includes school-based PD facilitated by both administration and staff (including teachers and school counselors) on topics that will necessarily help the school meet its school-wide goals. Teachers are provided with monthly ESL workshops, regular inquiry-based training as well as opportunities to attend the ISA's Summer and Winter Institutes.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school supplements intent and purpose programs wherever necessary with TL and SWP funds so that all students may have access to the requisite resources and opportunities to experience success at school.

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.
The school established a teacher team at the end of last year so that a core group of staff members could attend summer training in order to co-facilitate professional development for teachers at the start of the 2013-2014 school year. This core group, along with new hires, formed the MOSL committee that was responsible for selecting the school's Measures of Student Learning based on the school's instructional framework, historical data, and teacher talent.

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 11	Borough Bronx	School Number 508
School Name Bronxdale 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 Mrs. Quintana	Assistant Principal Ms. White
Coach type here	Coach type here
ESL Teacher Ana Menendez de Llano	Guidance Counselor Nick Boyiatzis
Teacher/Subject Area Josh Cuzzo/Global	Parent type here
Teacher/Subject Area Amy Goglucci/English	Parent Coordinator Karla Rodriguez
Related Service Provider type here	Other Anthony Santiago/Science
Network Leader(Only if working with the LAP team) type here	Other Mary Shields/Math

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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	1	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)	345	Total number of ELLs	19	ELLs as share of total student population (%)	5.51%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										3	3	3		9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	11

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	4			4			11		8	19
Total	4	0	0	4	0	0	11	0	8	19

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
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										6	5	3		14
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
TOTAL	0	0	0	0	0	0	0	0	0	8	7	4	0	19

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)										2	1			3
Advanced (A)												3		3
Total	0	0	0	0	0	0	0	0	0	2	1	3	0	6

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	2			
Integrated Algebra	6		4	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	9		3	
Physics				
Global History and Geography	4			
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
We administer the Home Language Identification survey (HLIS) to all parents. The guidance counselor meets with and interviews parents and students to determine LAB-R eligibility. Students who are eligible for LAB-R are tested by the ESL certified teacher within the first ten days of admittance. The NYSESLAT is given to all ELLs in the spring. NYSESLAT data is used to support the needs of ELLs in ESL and content area classrooms.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The overall NYSESLAT score indicates that that 16% of our ELL population is performing at the Beginner level, 53% is performing at the Intermediate level and 32% is performing at the Advanced Level
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 [AMAQ tool](#))
Guidance counselors, content teachers and the ESL teacher are involved in the students' progress of all four proficiency levels. The data guides student programming and differentiated lessons that helps the individual needs of each student based on the NYSESLAT data.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) They don't take any tests in the in the native language.
 - b) School leaders analyze the ELL Periodic Assessment on ARIS to help teachers plan instruction for students' needs. Content teachers are given a list of ELLs at the beginning of the year.
 - c) Based on the results, the student's proficiency level must be used to provide the required amount of ESL instruction.
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](#).)
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL instruction is provided through a freestanding model. The guidance counselor, content teachers and ESL teacher help develop a schedule for ELLs based on their proficiency levels.
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?
Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Through assessments in their content areas, data reveals that most ELLs are passing their content area classes. They are meeting credit requirements for promotion to the next grade level. Some ELLs need additional support with reading and writing.

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](#).)
At registration, parents are given a Home Language Identification Survey. An interview determines the language in which survey is given. Surveys are available in several different languages. Student is then given the LAB-R by a certified ESL teacher to determine eligibility for ESL services and placement. While registering students parents are asked to view the orientation video for parents of newly enrolled English Language Learners to be able to make an informed decision about program choices. LAB-R is given within 10 days of being admitted and in August, ELLs are programmed according to their most recent NYSESLAT score on the RLAT ATS report.
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 are made aware that we only offer freestanding ESL at this time at their orientation. Translated versions of surveys and videos are available for parents. The ELL teacher, parent coordinator and guidance counselor are available to meet with parents and students throughout the year. During the meetings, parents learn about school community, state assessments and course graduation requirements. ELL parents are encouraged to meet during parent-teacher conference to discuss child's progress, strengths and goals.
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 [\[see tool kit\]](#).)
Entitlement, non-Entitlement, Continued Entitlement Letters and Placement Letters are mailed home. A copy is also put in student's cumulative folder in the guidance office. Parent coordinator contacts the home if the letter is returned to get new information so the letter can be resent.
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.
The Home Language Identification Survey is administered to parents. The ESL coordinator reviews the ATS RLAT report to work with the guidance counselor to program student to the level of their most recent score. Parents are made aware that when we have the required numbers for a bilingual program(20 students) it will be implemented and they will be notified.
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.
Eligible ELLs are identified by the RLER ATS report. The NYSESLAT is given to grades 9-11. Letters are sent home to inform parents dates in which the NYSESLAT will be administered. The ELL students are administered all four components, a schedule is created to give ample time to administer all four sections.
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. 
Since we are a new school we can only offer a freestanding ESL program. The trend indicates a freestanding ESL program with the requests of a bilingual 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])?
 - 1a) To better serve the low number of ESL students, we have a freestanding ESL program as well as co-teaching in content areas to support the ELLs
 - 1b) The students are grouped homogeneously in the freestanding ESL class. Students have the ESL class five days a week for 90 minute blocks. Students also travel together to content classes. The licensed ESL teacher co-teaches in their Global/History class for 45 minutes every other day to help support the ELLs.
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)?

Our freestanding ESL program is in compliance with CR Part 154. Beginning and intermediate levels receive 360 minutes and advanced levels receive 180 minutes five days a week for 90 minute blocks. They also receive co-teaching from the ESL teacher along with the Global/History teacher in grades 9-11 for 45 minutes every other day. Frequent conferencing between all content area teachers and ESL teacher provide additional support if needed. We also provide after school support.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL program at Bronxdale High school is aligned with Common Core Learning Standards by the state. We incorporate all four language skills. We implement scaffolding and we are moving to argumentative writing using academic language. Our ESL classroom has a small library with different genres of reading and writing using material that is relevant. We also have bilingual dictionaries for support.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At registration, interviews are conducted with parent and student to determine fluency. Lexile scores as well as (SRI) scholastic Reading Inventory are also used as an assessment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Instruction focuses on the development of all four modalities. A Read 180 program with ELL support books that has audio-visual are used on a daily basis.
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) At this time, we don't have SIFE students, but in the case we do receive a SIFE student we would offer targeted instruction in ESL in a small group instruction and try to pair them with a cultural buddy. Systems 44 which is a basic program for phonics and literacy would be implemented.

b) At this time, we don't have newcomers. In the event we do receive newcomers we would pair the student with a student that is academically stronger. Students are encouraged to go to one on one tutoring and after school support.

c) ELLs that are 4-6 years would be evaluated on an individual basis. Academic history would be analyzed. Instructional supports for NYSESLAT and Regents Prep would be offered.

d) For long-term ELLs, which is the majority of our population they are offered small group instruction on a daily basis. We also offer after school support/tutoring for all content areas. Credit recovery and Aventa online courses as well.

e) The plan for former ELLs is they are offered bilingual dictionaries and content area support. Regents prep classes and testing accommodations for the Regents.

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?

Materials and lessons are adapted to meet the individual need of the student. We use scaffolding, pair share, accountable talk, annotating as well as shared and independent reading. We are moving toward and implementing argumentative essays.

- Ascend Alegbra
- Great Books
- Read 180
- Springboard
- Systems 44

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?

SWD students are programmed in colloborative ICT classes where they are mainstreamed with the general population. They are heterogenously grouped to have greater opportunities for their short and long term goals. Using their IEPs all of the teachers will be familiar with the individual testing accommodations if they are ELL, SWD or ELL/SWD. All of cultural events, class trips, after school sports,etc enable ELLs-SWDs to achieve their proficiency and IEP goals.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

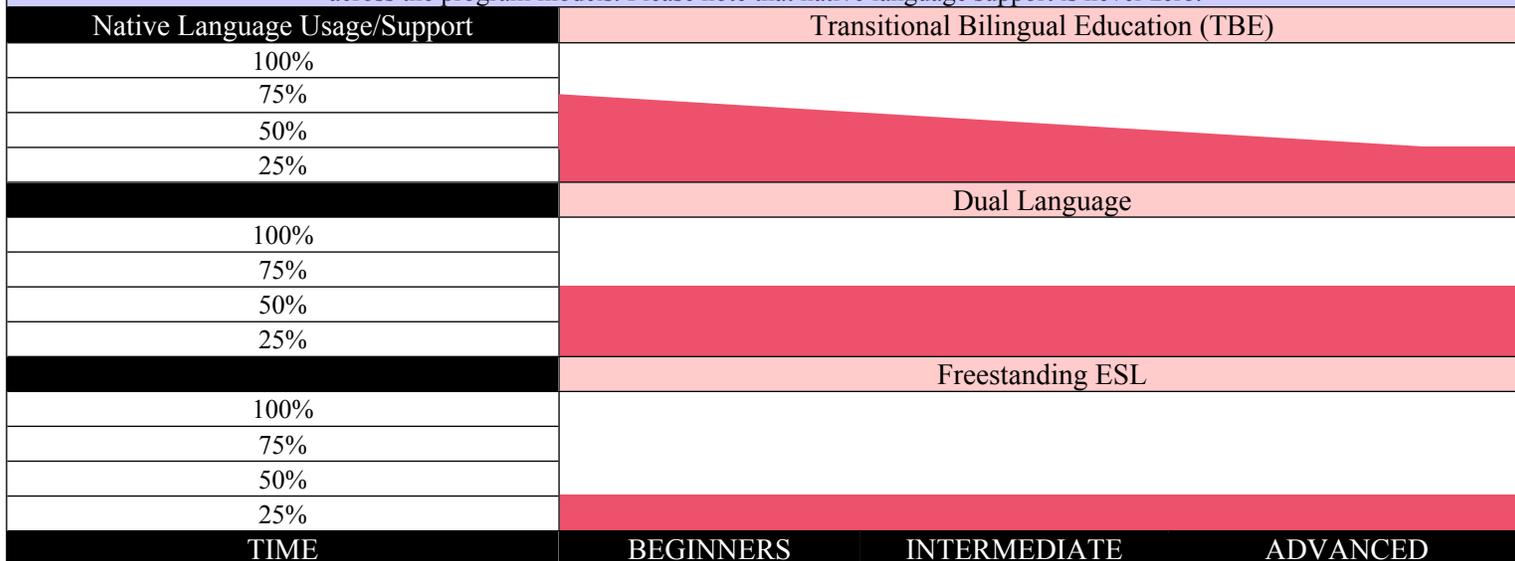
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

We offer the targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English.

Academic intervention Monday through Thursday by content area teachers from 3:30-5:15

One on one tutoring in the content area with targeted intervention in ELA, math, science and social studies.

Meeting with guidance counselor and we will provide additional support as our ELL population increases.

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

As an indication of our success, our data reveals that our ELLs in both content and language development. We haven't had a graduating class since we are a new school.

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

We will be implementing a bilingual math class. Other programs will be determined by budget and need.

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

Not applicable

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

All ELLs are encouraged to participate in all after school activities and events through flyers, phone calls. ELLs participate in National Honor Society, PSAL teams, Common Food Pantry, and City Harvest.

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

Skedula is used to track student progress. Technology is used to support ELLs: Smartboards and computers enhance their experience. Their listening and reading comprehension needs are addressed through the use of Read 180 and differentiation.

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

Not applicable

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

All required support services and resources correspond for grades 9-11. ICT and guidance services support ELLs and all grade levels.

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

In August, all incoming students and their parents are invited to attend the school's open house and orientation. They are given a tour of the building and an introduction to our programs.

18. What language electives are offered to ELLs?

Spanish is offered in their native language and as a foreign language.

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)?

Not applicable

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.

Staff development is very important to our learning community. The only ELL teacher attends workshops and conferences. Attending these trainings allows ELL teacher to stay informed about new techniques, approaches and resources. All teachers also attend an ISA conference at the end of the school year. All faculty members are state certified and are in the process of meeting the Jose P. training which will be completed by this June.

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?

The parents of ELLs are always included and encouraged to attend everything our school has to offer. We also have a website that includes a monthly calendar, upcoming events, articles, resources for parents and teachers and a photo gallery. Ell parent are provided with Parent-teacher conferences, Individual Student conferences, PTA meetings, and Parent Forums. The primary language of the parents are identified through the Home Language Identification Survey and entered on ATS. Translated documents are available to parents that are in need of language assistance services. The Parent Coordinator also informs parents of student progress, and any documentation in their native language.

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: Bronxdale High School

School DBN: 11x508

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Quintana	Principal		10/31/13
Ms. White	Assistant Principal		10/31/13
Karla Rodriguez	Parent Coordinator		10/31/13
Ana Menendez de Llano	ESL Teacher		10/31/13
	Parent		
Josh Cuzzo/Global	Teacher/Subject Area		10/31/13
Amy Goglucchi/English	Teacher/Subject Area		10/31/13
	Coach		
	Coach		
Nick Boyiatzis	Guidance Counselor		10/31/13
	Network Leader		
Mary Shields/Math	Other		10/31/13
Anthony Santiago/Science	Other		10/31/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **11x508** School Name: **Bronxdale High School**

Cluster: **4** Network: **404**

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

Part A: Needs Assessment Findings

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

In order to assess our 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. We use the home language surveys to make sure in what language to send notices. We also use ATS and Blue emergency cards. The parent coordinator and ESL teacher confer with the parents by telephone.

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.

Bronxdale High School is a small public high school in the Bronx, New York. It's one of 427 high school in the New York City Public Schools. It serves 345 students from 9th-11th grade. It has an overall student-to-teacher ratio of 18 to 1 or in special education 12 to 2.

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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and parent-teacher conferences. We have staff member who speak Spanish, Greek, and Albanian. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. ELL parent orientation materials will be provided in the native language and written translation will be provided by in house school staff.

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

Oral interpretation will be provided by in house by school staff. We have staff members that speak Albanian, Greek and Spanish. Notices announcing special events will be translated into the native language as needed. Interpreters will be available to answer questions that parents may have. This will help the parents' understanding of their child's performance and how to help to improve their child's achievement. This will also encourage attendance to PTA meetings, parent-teacher conferences and parent activities. Teachers, paraprofessionals, secretaries and administration also attend these functions to support parents and students.

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>.

We will make sure that teachers notify the office prior to a parent meeting when a translator is needed. We may provide a school employee for the translation. We will also make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them, receive them.