



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** BRONX ARENA HIGH SCHOOL  
**DBN (i.e. 01M001):** 08X537  
**Principal:** TY CESENE  
**Principal Email:** TCESENE3@SCHOOLS.NYC.GOV  
**Superintendent:** CARRON STAPLE  
**Network Leader:** BARBRA GAMBINO

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

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Ty Cesene	*Principal or Designee	
Jascinth Findlay	*UFT Chapter Leader or Designee	
Sonya Miller	*PA/PTA President or Designated Co-President	
Yorkis Martinez	DC 37 Representative, if applicable	
Shaquan Maxwell	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Anne Zincke	CBO Representative, if applicable	
Mark Serrano (Student Member)	Member/	
Digna Roland-Martinez (Student Member)	Member/	
Katherine Glass (Teacher)	Member/	
Tyesse Rodriguez (CBO)	Member/	
Samantha Sherwood (AP)	Member/	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 100% of students who complete a discipline-specific course will complete two written argument performance tasks on discipline-specific content to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence as aligned to the CCLS Writing Standard 1 and Reading Informational Text Standards 1 and 10.

### 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 reviewing our curriculum against the Common Core Learning Standards we determined a need for students to be engaged in more substantive argument writing.

### 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

Teachers will design formal written argument tasks and challenges for students to complete during the school year. Using UBD and backwards design teachers will design lessons that provide scaffolding for short writing pieces that allow students to build skills and content knowledge in order to write a formal argument. Teachers will regularly conference with students to revise work and differentiate based on each student's individual needs. Teachers will design and use formative writing assessments to assess students' progress and adjust the lessons accordingly. Teachers will utilize technology in the classroom that include digital, student-centered lessons, to deliver differentiated content. Provide teachers with coaching and professional development opportunities including, but not limited to the following:

- a. Summer professional development
- b. Ongoing weekly professional development
- c. Staff developer and mentor teachers
- d. New Visions professional development
- e. iLearnNYC Implementation Manager

2.

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

- a. Mentor Teachers
- b. ReDesign Coach
- c. New Visions professional development
- d. iLearnNYC Implementation Manager

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

1. Targets to evaluate the impact of each strategy will be related to student outcomes in the following metrics:

- Student competency mastery
- Credit accumulation
- Attendance
- Regents Pass Rates
- School Survey results
- Student product reviews
- Other surveys

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

1. Timeline for the work began 9/3/2013 and is ongoing with weekly and monthly monitoring and revising based on outcome data. We revisit and revise curriculum and assessments in an ongoing manner (as is necessary in an asynchronous school environment).

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

1. Curriculum Design Teams will meet during professional development periods, before, and after school hours. Coaches will meet with teachers during time provided in

the schedule. Additionally teachers will be given per sessions for time outside of school hours dedicated to the curriculum development.

### ***Strategies to Increase Parental Involvement***

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

Communication outreach to parents will be delivered via the following:

- Regular contact with the student's Advocate Counselor
- Monthly progress reports via student's individualized progress tracker
- Monthly SLT meetings
- PTA meetings
- Parent-teacher conference

### ***Budget and Resource Alignment***

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

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

## **Goal and Action Plan #2**

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

### ***Annual Goal #2***

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

By June 2014, 100% of students who complete a Mathematics course, will complete two projects in a mathematics course that requires them to demonstrate the aligned CCLS skill of modeling and constructing viable arguments with mathematics.

### ***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 reviewing our curriculum against the Common Core Learning Standards we determined a need for students to be engaged in more substantive modeling and constructing viable arguments with mathematics.

### ***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**

Teachers will design formal mathematics performance tasks and challenges for students to complete during the school year. Using UBD and backwards design teachers will design lessons that provide scaffolding for shorter modeling tasks that allow students to build skills and content knowledge in order to complete mathematical modeling and argument. Teachers will regularly conference with students to revise work and differentiate based on each student's individual needs. Teachers will design and use formative assessments to assess students' progress and adjust the lessons accordingly. Teachers will utilize technology in the classroom that include digital, student-centered lessons, to deliver differentiated content. Provide teachers with coaching and professional development opportunities including, but not limited to the following:

- a. Summer professional development
- b. Ongoing weekly professional development
- c. Staff developer and mentor teachers
- d. New Visions professional development
- e. iLearnNYC Implementation Manager

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

- a. Mentor Teachers
- b. ReDesign Coach
- c. New Visions professional development
- d. iLearnNYC Implementation Manager

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

Targets to evaluate the impact of each strategy will be related to student outcomes in the following metrics:

- Student competency mastery
- Credit accumulation
- Attendance
- Regents Pass Rates
- School Survey results
- Student product reviews
- Other surveys

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

1. Timeline for the work began 9/3/2013 and is ongoing with weekly and monthly monitoring and revising based on outcome data. We revisit and revise curriculum and assessments in an ongoing manner (as is necessary in an asynchronous school environment).

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

1. Curriculum Design Teams will meet during professional development periods, before, and after school hours. Coaches will meet with teachers during time provided in the schedule. Additionally teachers will be given per sessions for time outside of school hours dedicated to the curriculum development.

**Strategies to Increase Parental Involvement**

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

Communication outreach to parents will be delivered via the following:

- o Regular contact with the student's Advocate Counselor
- o Monthly progress reports via student's individualized progress tracker
- o Monthly SLT meetings
- o PTA meetings
- o Parent-teacher conferences

**Budget and Resource Alignment**

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

XX	Tax Levy	XX	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, 100% of students who complete a discipline-specific course will participate in discussions citing and drawing upon prior knowledge and research in order to express their ideas, build on others' ideas, and persuade using evidence as aligned to the CCLS Speaking and Listening Standard 1 and Language Standard 6.

**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 reviewing our curriculum against the Common Core Learning Standards we determined a need for students to be engaged in more substantive discussions around discipline-specific topics.

**Instructional Strategies/Activities**

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

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

Teachers will design tasks and challenges that require students to participate in discussions across the disciplines for students to complete during the school year. Using

UBD and backwards design teachers will design lessons that provide scaffolding for discussions that allow students to build skills and content knowledge in order to participate actively in discussion. Teachers will regularly conference with students to revise work and differentiate based on each student's individual needs. Teachers will design and use formative assessments to assess students' progress and adjust the lessons accordingly. Teachers will utilize technology in the classroom that include digital, student-centered lessons, to deliver differentiated content. Provide teachers with coaching and professional development opportunities including, but not limited to the following:

- a. Summer professional development
- b. Ongoing weekly professional development
- c. Staff developer and mentor teachers
- d. New Visions professional development
- e. iLearnNYC Implementation Manager

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

- a. Mentor Teachers
- b. ReDesign Coach
- c. New Visions professional development
- d. iLearnNYC Implementation Manager

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

1. Targets to evaluate the impact of each strategy will be related to student outcomes in the following metrics:

- Student competency mastery
- Credit accumulation
- Attendance
- Regents Pass Rates
- School Survey results
- Student product reviews
- Other surveys

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

1. Timeline for the work began 9/3/2013 and is ongoing with weekly and monthly monitoring and revising based on outcome data. We revisit and revise curriculum and assessments in an ongoing manner (as is necessary in an asynchronous school environment).

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

Communication outreach to parents will be delivered via the following:

- a. Regular contact with the student's Advocate Counselor
- b. Monthly progress reports via student's individualized progress tracker
- c. Monthly SLT meetings
- d. PTA meetings
- e. Parent-teacher conferences

**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).

Communication outreach to parents will be delivered via the following:

- o Regular contact with the student's Advocate Counselor
- o Monthly progress reports via student's individualized progress tracker
- o Monthly SLT meetings
- o PTA meetings
- o Parent-teacher conferences

**Budget and Resource Alignment**

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

XX	Tax Levy	XX	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.

By June 2014, 100% of courses in ELA, Math, Social Studies, and Science will be designed to culminate in performance assessments aligned to Common Core Learning Standards and include a series of scaffolded tasks aligned to the assessments.

### **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 reviewing our curriculum against the Common Core Learning Standards we determined a need for students to be engaged in more substantive discussions around discipline-specific topics.

### **Instructional Strategies/Activities**

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

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

Teachers will design performance tasks and challenges across the disciplines for students to complete during the school year. Using UBD and backwards design teachers will design lessons that provide scaffolding for performance tasks that allow students to build skills and content knowledge with deeper understanding. Teachers will regularly conference with students to revise work and differentiate based on each student's individual needs. Teachers will design and use formative assessments to assess students' progress and adjust the lessons accordingly. Teachers will utilize technology in the classroom that include digital, student-centered lessons, to deliver differentiated content. Provide teachers with coaching and professional development opportunities including, but not limited to the following:

- a. Summer professional development
- b. Ongoing weekly professional development
- c. Staff developer and mentor teachers
- d. New Visions professional development
- e. ReDesign coaching

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

- a. Mentor Teachers
- b. ReDesign Coach
- c. New Visions professional development
- d. iLearnNYC Implementation Manager

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

Targets to evaluate the impact of each strategy will be related to student outcomes in the following metrics:

- Student competency mastery
- Credit accumulation
- Attendance
- Regents Pass Rates
- School Survey results
- Student product reviews
- Other surveys

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

1. Timeline for the work began 9/3/2013 and is ongoing with weekly and monthly monitoring and revising based on outcome data. We revisit and revise curriculum and assessments in an ongoing manner (as is necessary in an asynchronous school environment).

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

Communication outreach to parents will be delivered via the following:

- a. Regular contact with the student's Advocate Counselor
- b. Monthly progress reports via student's individualized progress tracker
- c. Monthly SLT meetings
- d. PTA meetings
- e. Parent-teacher conferences

**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).

Communication outreach to parents will be delivered via the following:

- o Regular contact with the student's Advocate Counselor
- o Monthly progress reports via student's individualized progress tracker
- o Monthly SLT meetings
- o PTA meetings
- o Parent-teacher conferences

**Budget and Resource Alignment**

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

XX	Tax Levy	XX	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.

By June 2014, 100% of teachers will be evaluated and developed using the Citywide Framework based on the Danielson Framework.

**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 looking at students' performance data, a need for greater professional development in the area of teacher effectiveness was identified. We are targeting assessment and questioning competencies within the Danielson Framework as a means to push student achievement.

**Instructional Strategies/Activities**

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

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

1. School leadership and coaches will conduct regular mini-observations and give feedback to teachers using the facilitation modes and Danielson's Frameworks as a lens. Teachers will set individual goals by mid-October based on self-assessments using the instructional framework. They will review goals with administration in February, April, and June. Teachers will re-evaluate progress on goals at set intervals throughout the year. Teachers will attend PD opportunities, inter-visitations, etc. to improve knowledge around their individual goals. Teachers will take part in curriculum development teams throughout the year that align assessments and learning objectives with the school goals.

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

3. Work with consultants, Eskolta and reDesign, to support teachers with their goals.

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

1. Teachers will re-evaluate progress on goals at set intervals throughout the year. Progress will be monitored over the year through mini-observations that are recorded in a collective database.

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

1. Teachers will set individual goals by mid-October based on self-assessments using the instructional framework. They will review goals with administration in February, April, and June.

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

1. Teachers will participate in in-house professional development twice a week that will be built into their teaching program.

***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).

Not applicable

***Budget and Resource Alignment***

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

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

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### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Pre-assess students' reading levels during intake, pre-assess students' reading and writing within first month of attending school, create individualized plan based off Arena competencies and student performance. Individual plans include:</p> <ul style="list-style-type: none"> <li>• Use of leveled text</li> <li>• Student choice options</li> <li>• Self-paced curriculum</li> <li>• Mastery-based grading and feedback</li> <li>• Individualized programming</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one support</li> <li>• Small group mini-lessons</li> <li>• Whole-group lessons</li> <li>• Peer interaction</li> <li>• Conferences</li> <li>• Small group discussions</li> <li>• Circulation</li> <li>• Tutoring</li> </ul>	<p>During and after the school day</p>
<b>Mathematics</b>	<p>Pre-assess students' reading levels during intake, pre-assess students' reading and writing within first month of attending school, create individualized plan based off Arena competencies and student performance. Individual plans include:</p> <ul style="list-style-type: none"> <li>• Multiple methods of input</li> <li>• Student choice options</li> <li>• Self-paced curriculum</li> <li>• Mastery-based grading and feedback</li> <li>• Individualized programming</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one support</li> <li>• Small group mini-lessons</li> <li>• Whole-group lessons</li> <li>• Peer interaction</li> <li>• Conferences</li> <li>• Small group discussions</li> <li>• Circulation</li> <li>• Tutoring</li> </ul>	<p>During and after the school day</p>
<b>Science</b>	<p>Pre-assess students' reading levels during intake, pre-assess students' reading and writing within first month of attending school, create individualized plan based off Arena competencies and</p>	<ul style="list-style-type: none"> <li>• One-to-one support</li> <li>• Small group mini-lessons</li> <li>• Whole-group lessons</li> <li>• Peer interaction</li> <li>• Conferences</li> <li>• Small group discussions</li> </ul>	<p>During and after the school day</p>

	<p>student performance. Individual plans include:</p> <ul style="list-style-type: none"> <li>• Multiple methods of input</li> <li>• Student choice options</li> <li>• Self-paced curriculum</li> <li>• Mastery-based grading and feedback</li> <li>• Individualized programming</li> </ul>	<ul style="list-style-type: none"> <li>• Circulation</li> </ul>	
<b>Social Studies</b>	<p>Pre-assess students' reading levels during intake, pre-assess students' reading and writing within first month of attending school, create individualized plan based off Arena competencies and student performance. Individual plans include:</p> <ul style="list-style-type: none"> <li>• Multiple methods of input</li> <li>• Student choice options</li> <li>• Self-paced curriculum</li> <li>• Mastery-based grading and feedback</li> <li>• Individualized programming</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one support</li> <li>• Small group mini-lessons</li> <li>• Whole-group lessons</li> <li>• Peer interaction</li> <li>• Conferences</li> <li>• Small group discussions</li> <li>• Circulation</li> <li>• Tutoring</li> </ul>	During and after the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Every student is provided with an Advocate Counselor and a group advisory of 25:1. Students are also provided with a college and career advisor and paid internships.</p>	<ul style="list-style-type: none"> <li>• One-to-one support</li> <li>• Small group mini-lessons</li> <li>• Whole-group lessons</li> <li>• Peer interaction</li> <li>• Conferences</li> <li>• Small group discussions</li> <li>• Circulation</li> <li>• Tutoring</li> </ul>	During and after the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>- Work with New Visions and TNTP to identify highly qualified candidates for recruitment.</li> <li>- Develop talent criteria and hiring process with rubric to select highly qualified personnel.</li> <li>- Develop and hold summer training for both new and returning staff to further develop best practices.</li> <li>- Interdisciplinary collaboration between science, math, social studies, and English courses to allow students to apply modeling skill outside math and ELA classes and allows HQT to engage in professional collaboration opportunities.</li> <li>- HQT will be encouraged to utilize technology in the classroom including digital, student-centered lessons, to deliver differentiated content. We will provide PD opportunities to assist teachers in developing their skills in this area.</li> <li>- Weekly PLC's to examine student work across content areas in regards to the modeling standard will allow HQT to engage in professional conversations to improve their own practice and work with other colleagues to improve each other's practices.</li> <li>- Regular meetings after-school of Instructional Design Team allows HQT to collaborate and design rigorous and engaging curriculum for the students. It also provides another opportunity for HQT to collaborate with their peers in a professional setting.</li> <li>- Multiple formal and informal leadership opportunities are available for teachers, which provides HQT with opportunities to be involved in the school and school programs on multiple levels.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• In-house professional development embedded in the school schedule.</li> <li>• Participation in the Transfer School Common Core Institute</li> <li>• Partnerships with Teacher's College Inquiry programs</li> <li>• Participation in New Visions CCLS PD Series for Math and ELA</li> <li>• Bi-weekly feedback on facilitation and lesson plans for teachers</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We use the Chancellor's Regulations, city and state guidelines, and federal mandates to assist school spending for students in temporary housing, behavior intervention, and health and related services through partnerships.

**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.

We provide teachers with on-going PD built into the schedule where we meet and discuss the appropriate multiple assessment measures for the students. We will be using school wide assessments to improve instruction. We follow up with PD where we look at the data from the school wide assessments in teacher teams. Using the information, teachers develop individual action plans for students.

### **TA Schools Only**

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

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

The school is part of the Mastery Based Learning Pilot, an asynchronous program sponsored by the Department of Education's Division of Innovation that supports schools in awarding credit to students based on mastery rather than the traditional seat time. The school is required to have curriculum maps and lesson plans for each unit to demonstrate the alignment between standards and assessments, provide copies of each assessment, including samples of student work, and use a database to track learning targets. The principal and the curriculum team's integration of the instructional shifts into the blended learning experiences ensures that students are recipients of curricula that is aligned to CCLS where they accumulate credit quickly and advance to the next course. All students, including English language learners (ELL's) and students with disabilities (SWD's), receive a mastery- based, blended instructional model provided by a content specialist and a generalist teacher, resulting in personalization of courses, including differentiation of presentation, process and student product. This is resulting in students being able to demonstrate habits of learning that include questioning of their peers and teachers, listening with understanding to engage in accountable talk, applying knowledge to demonstrate mastery, persistence in dealing with academic challenges, as well as critical thinking and problem-solving skills that promote college and career readiness. Teachers examine student work products on a weekly basis to refine curricula, tasks, assessments, and lesson plans, to ensure that students are being cognitively engaged on a consistent basis. The curriculum team includes students to ensure they can access the curricula and demonstrate their understanding. The students help to evaluate the effectiveness of the tasks and challenges and discuss real world applications by explaining to the curriculum team where they struggled and succeeded, how their understanding of the tasks help them with real world situations, and how rubrics help them with organizing their thoughts and writing. The impact of this collaboration has resulted in more students engaged in evidence-based writing, as well as their ability to complete the challenges that positively affect their progress.

#### **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).

As a transfer school, our targeted assistance program and regular program are one in the same.

## **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, Bronx Arena High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

## Part I: School ELL Profile

### A. School Information [?](#)

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>537</b>
School Name <b>Bronx Arena High School</b>		

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

Principal <b>Ty Cesene</b>	Assistant Principal <b>Samantha Sherwood</b>
Coach <b>Dixie Tremblay</b>	Coach <b>Nancy Ulman</b>
ESL Teacher <b>Sandra Begley</b>	Guidance Counselor <b>Rosa Nunez</b>
Teacher/Subject Area <b>Ivelisse Rodriguez/Math</b>	Parent <b>Sonya Miller</b>
Teacher/Subject Area <b>Katherine Glass/Special Ed</b>	Parent Coordinator <b>Anne Zincke</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	219	Total number of ELLs	8	ELLs as share of total student population (%)	3.65%
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	5

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	0	0	0	3	0	0	5	1	1	8
Total	0	0	0	3	0	0	5	1	1	8

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	1	3	2	8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	1	3	2	8

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)											1		1	2
Advanced (A)										1		2	1	4
Total	0	0	0	0	0	0	0	0	0	1	1	2	2	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		2	
Integrated Algebra	2	1		
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				
Global History and Geography		1		1
US History and Government		2		2
Foreign Language				
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.  
To assess the early literacy skills of our ELLs, we use customized assessment tools with New York State and Common Core assessment questions. To begin with, during enrollment, all new student are given a reading/writing diagnostic and a math diagnostic. In addition, all new students take an introductory course for both competency baselines in academic skills and academic and non-academic behaviors. We track resulting data (the level at which competencies are met, grades, etc.) in an online tracking system to which all of a student's teachers have access. Teachers use data from the tracker to structure academic arcs for students, such as choosing specific focus competencies, and to individualize a student's education plan as needed.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data reveals that our students progress in proficiency levels as they progress in grade 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 [AMAO tool](#))  
The patterns across NYSESLAT modalities inform all of the differentiation and individualization of the blended learning curriculum at our school.
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. We have a very small sample size, due to the low number of ELL students at our school. Based on our results from 2012-2013, ELL students are faring slightly better in content-area tests taken in the native language as compared to English. However, the pass rate for ELL students sitting for the ELA Regents in 2013 is 100%.

b. Not applicable.

c. Not applicable.
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?  
Not applicable.
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.).  
Like all programs, we examine both quantitative and qualitative data around the subgroup. This data includes graduation rates, Regents pass rates, credit accumulation, NYSESLAT results, attendance, and overall student experience.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All students are given the Home Language Identification Survey (HLIS) upon enrollment along with a formal parent orientation. With assistance from the advocate counseling staff, the guidance counselor conducts the interviews and administers the HLIS. Should the LAB-R and initial assessment prove necessary, the guidance counselor administers both. The ESL teacher administers, grades, and assesses the results of the NYSESLAT annually. These results inform the instruction of the following school year in the freestanding ESL classes, based on the sections of the NYSESLAT that reveal the least amount of progress.
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. All three program options are explained after the HLIS and subsequent LAB-R are administered. We have staff fluent in Spanish and the DOE provides translators upon request for any other language.
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 [\[see tool kit\]](#).) All letters and forms to our ELL parents are distributed in both the native language and in English. The guidance counselor and program manager are responsible for distribution, collection and storage in the students' files. We have intake documents, welcome letters, and orientation materials available in multiple languages.
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. All students at Bronx Arena High School are assigned to a generalist classroom with one primary teacher, paired with an advocate counselor, in whose classroom they work for a four-hour block of the day. During this time, content teachers and the ESL teacher push-in to the main classroom. Once identified as ELL, students are placed in a generalist classroom where either the teacher or the advocate counselor speaks Spanish. Parents are notified in person as this placement is part of the initial intake process.
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. The ESL teacher, working with the guidance counselor, identifies students eligible to sit for the NYSESLAT in order to place the test order. The ESL teacher communicates with all ELL students and generalist teachers well in advance of test administration and schedules multiple days of test administration to ensure that students are in attendance. Generalist teachers and advocate counselors assist in communication with parents in the native language. In collaboration with another teacher administers the test on the days scheduled. If any students are not in attendance, attempts are made to reschedule when students are in school.
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.  Requests trend strongly toward Free-standing ESL, which is the program model that we offer.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. All of our students are assigned to a primary classroom, with one generalist teacher and advocate counselor, where they work for a four-hour block of the day. Generalist classrooms are mixed grade level. During this time, content and ESL teachers both push-in to instruct students and also pull-out in small groups, as needed.
    - b. As noted above, students are in mixed grade level (and therefore mixed proficiency level) classrooms for the bulk of their day.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher provides targeted support to ELL students during push-in and pull-out times. All of the ELL students other teachers also provide targeted and individualized one-on-one and small group instruction to support the students' development.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students have access to the curriculum in which they are working online, for all of their content areas. All of these classes are designed to meet competencies that are aligned to the Common Core Learning Standards. ELL students work in the same curriculum as non-ELL students. Content area teachers then work to individualize, differentiate, and scaffold lessons and materials as needed, providing one-on-one support, small-group mini-lessons and discussions, and conferencing. Also as needed, teachers are able to provide student with native language materials, both print and online, for enrichment and support.

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

As a result of individualized programming and the blended instructional model, teachers are able to assess students' needs for evaluation in their native language. ELL students are offered all state exams and standardized tests in their native language and in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We evaluate ELL students in the four modalities of English acquisition in a variety of ways throughout the year. All of our courses target and assess the range of modalities, so there is regular evaluation by content and ESL teachers of progress in coursework. Teachers frequently exam student work and results together to determine proper supports for each ELL student. In addition, all ELL students sit for the NYSESLAT examination, which assesses these modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are targeted for 360 minutes of ESL instruction. Teachers of SIFE students meet regularly to discuss additionally needed support strategies for SIFE students.

b. ELLs in US schools for less than three years would receive 360 minutes of ESL instruction and targeted pull-out instruction for literacy skills. We would also based their instructional program and decisions on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

c. ELLs receiving service 4-6 years receive an instructional program that is individualized as needed based on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

d. Long term ELLs receive an individualized instructional program that is individualized as needed based on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

e. Former ELLs receive an instructional program that is individualize as needed based on their NYSESLAT proficiency level as well as data from other assessments, such as the level at which they are meeting our Common Core-aligned academic competencies and their Regents results.

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

Students are provided with blended, individualized curriculum that can be differentiated to meet their specific needs. Students receive curriculum through multiple access points using visual, auditory, kinesthetic, bilingual teachers, and bilingual advocate counselors. Students also work through a self-paced curriculum that can be either slowed down or accelerated depending on that individual student's needs. Teachers also work with students using an array of facilitation modes that include one-to-one instruction, small group lessons, small group discussions, individualized conferencing, and peer-to-feer facilitation.

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

Students are individually programmed into courses that they then complete at an individualized pace as determined by both the student and the teacher. Students are block-scheduled into a generalist classroom to allow for flexibility in the length of time they spend on different subject areas. Furthermore, all ELL-SWD students are scheduled within co-taught classess with non-ELLs and students without disabilities.

### 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:	n/a	n/a	n/a
Social Studies:	n/a	n/a	n/a
Math:	n/a	n/a	n/a
Science:	n/a	n/a	n/a

### Courses Taught in Languages Other than English ⓘ

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

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

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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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
The ESL teacher is also the ELA teacher. She plans differentiated lessons, activities, and support for ELL students. In all other content areas, students consistently have access to one-on-one support and small-group instruction from their content teacher. The ESL teacher provides support to the content teachers as needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The program is sufficiently meeting the needs of its ELLs in content and language development. For example, all of our senior ELLs in the 2012-13 school year with consistent school attendance graduated. We also had a 100% pass rate last year for ELL students sitting for the ELA Regents exam.
11. What new programs or improvements will be considered for the upcoming school year?  
A new program and improvement for this school year is our online tracker. The tracker is an online system that tracks student progress through all current classes (including grades for course tasks and the level at which course competencies are met) and that contains students' transcripts. Students each have access to their own tracker, and all teachers of a student have access to the tracker as well. The tracker allows teachers and students to set focus competencies and individualize instruction.
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 students, including ELLs, have after-school enrichment available to them.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials that support ELL students include online coursework, access to a computer with translation software, native language print materials, as well as access to translation dictionaries from home language to English.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered through the ESL model through native language print materials, internet resources, and bilingual teachers and advocate counselors.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Since we are a transfer high school, students at Bronx Arena have instructional programs designed to meet their specific credit and skill needs. All students, including ELLs, are enrolled in courses that are designed to meet their specific instructional and credit needs. This structure ensures that the services ELL students receive correspond to ELLs' ages and 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.  
Before the beginning of the school year, newly enrolled ELLs will meet with their assigned counselor for a one-on-one session. As a group, they will participate in a formal orientation and interview with their parents. They will receive one-on-one and group counseling throughout the rest of the year.
18. What language electives are offered to ELLs?  
French is offered to all students, including ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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.

1. We provide professional development twice a week during faculty conferences on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, the Legacy Project Learning Cycle, Design for Knowledge Evolution, and questioning techniques to improve instruction and support the development of our ELL students. We provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are succeeding.

2. Our school's online curriculum is aligned to Common Core Learning Standards, and our weekly professional development sessions regularly center around strategies to differentiate and scaffold the curriculum so that it supports and is accessible to our ELL students.

3. Not applicable.

4. See answer #1.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents will be involved from the beginning of the student's career at our school, starting at the intake process. Our bilingual staff members will provide translation in Spanish and we secure DOE translator services as necessary to support in other languages. Intake documents, welcome letters, and orientation materials are made available in the home language. A Parent Orientation Meeting for all parents will take place prior to the beginning of the school year. Teachers and advocate counselors regularly communicate with parents around both student struggles and successes.

2. Bronx Arena is partnered with SCO Family Services to provide workshops and services to all parents, including ELLs.

3. Parent needs are evaluated based on the results from the intake and formal interviews, as well as parent surveys and home visits.

4. Activities will be changed and adapted based on the results of the interviews and surveys.

#### **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.

## Part VI: LAP Assurances

School Name: Bronx Arena

School DBN: 8x537

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ty Cesene	Principal		11/12/13
Samantha Sherwood	Assistant Principal		11/12/13
Anne Zincke	Parent Coordinator		11/12/13
Sandra Begley	ESL Teacher		11/12/13
Sonya Miller	Parent		11/12/13
Ivelisse Rodriguez/Math	Teacher/Subject Area		11/12/13
Katherine Glass/Special Ed	Teacher/Subject Area		11/12/13
Dixie Tremblay	Coach		11/12/13
Nancy Ulman	Coach		11/12/13
Rosa Nunez	Guidance Counselor		11/12/13
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 8x537 School Name: Bronx Arena

Cluster: 4 Network: CFN562

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

### **Part A: Needs Assessment Findings**

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

All new students and parents participate in an intake interview process. During this process, students and parents are given the Home Language Identification Survey. Data from the survey and the interview process about the home languages spoken by our students, and the written translation and oral interpretation needs that their parents might have, are recorded. We use the data gathered to determine the language in which written materials are sent with parents, and in which oral interpretation services are needed for in-person and telephone conversations with parents.

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.

The major finding of our school's written translation and oral interpretation needs is that Spanish is the language spoken by the vast majority of all of our students' parents who speak a language other than English. This finding was shared with the leadership of the school and with our outreach team.

## Part B: Strategies and Activities

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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.

As a practice, we prepare all documents to be sent home in both English and Spanish. The outreach team is also aware of any languages other than Spanish spoken by current students' parents and prepares documents with the help of Google translate and DOE translation services.

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.

We provide oral interpretation services in Spanish in-house by school staff, including several bilingual teachers and advocate counselors. For languages other than Spanish, we secure oral interpretation services through the DOE translation services.

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>.

The school fulfills Section VII of the Chancellor's Regulations A-663 by ensuring that all communications with parents are made in both English and the native language for non-English speaking parents.