

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BRONX RIVER HIGH SCHOOL
DBN (i.e. 01M001): 08X349
Principal: GREGORY FUCHECK
Principal Email: GFUCHECK@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: NANCY SCALA, CFN 107

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
Gregory Fuchek	*Principal or Designee	
Jose Nora-Jimenez	*UFT Chapter Leader or Designee	
Naomi Lucas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kerri McCormack Kevin Persaud	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Daria Rosa	Member/ PA Treasurer	
Joan McCormack	Member/ PA Secretary	
Padimini Persaud	Member/ PA Member	
Margaret Malloy	Member/ Assistant Principal	
Juliann McDonough	Member/ Teacher	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By the end of the 2014-2015 school year, we will have developed and implemented a Professional Development action plan to improve teacher practice utilizing coaching structures, internal and external pedagogical and material supports and frequent and actionable feedback as measurable by records of formal and informal observation reports using Advance.

Comprehensive Needs Assessment

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

As a new school in our second year, it is important to develop a consistent method of coaching, support and feedback in order to continually develop and improve teacher pedagogy. The development of an action plan will increase the support and growth of teachers.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will receive coaching and feedback using the Danielson rubric as outlined in Advance, both by Administration and educational consultants Ramapo and Aussie.

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

1. Administration (Principal and Assistant Principal) will be facilitating frequent observations and feedback to teachers. In addition, we have partnered with both Aussie and Ramapo for Children to provide coaching, feedback, and professional development.

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

1. As Measures of Teacher Practice are calculated throughout the year, we will be reviewing the data to determine teacher growth in identified areas. Our goal is that 80% of teachers will score Effective in Domains 2 and 3.

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

1. The Professional Development Action Plan was created in September 2014 and will continue to be evaluated and adjusted as informed by Advance trends and in consultation with educational coaches through June 2015.

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

1. Teachers are programmed for professional development throughout the year using our 80 minutes, common planning time, professional development days, staff meetings, and voluntary per-sessionable activities.

Strategies to Increase Parental Involvement

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

Parents will contribute to the discussion through the School Leadership Team and Parents' Association meetings. A presentation to parents occurred during the November PA meeting.

Budget and Resource Alignment

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

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

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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 2015, our school plans to improve overall student attendance to at least 90% as measured by ATS reports.

Comprehensive Needs Assessment

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

As a new school, we determined that establishing and maintaining a high percentage of student attendance is crucial to student and school success.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1. Our attendance team meets weekly to update strategies and activities. Currently, we use data from daily attendance reports to identify students who are LTA or chronically truant. We offer reward systems to students who are frequently absent. At every monthly Town Hall, we give awards to students who have met our targeted attendance goals. We also reward the Advisory with the highest overall attendance with a pizza party on a monthly basis. We also post our student winners on an attendance bulletin board outside the main office. We include attendance information in all staff meetings, school-wide assemblies and Advisory classes. In addition, we call home for all absences and send letters home for excessive lateness.

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

1. Our attendance team, comprised of the Principal, Assistant Principal, Guidance Counselor, Attendance Teacher, Social Workers and Community Associate, meets monthly. Our Guidance Counselor leads the attendance team and our Community Associate makes personal phone calls for all absences. Our Advisory teachers are involved in outreach to the advisees, and all staff is involved in promoting good attendance through our incentive system

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

1. We review our attendance percentages daily and monthly to ensure progress to goal

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

1. This attendance strategy was implemented in September 2014 and will conclude in June 2015

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

1. Our Attendance team meets weekly. Our Community Associate is tasked with daily outreach for absences. Our Attendance Teacher makes home visits, along with our Social Workers, for chronically absent students.

Strategies to Increase Parental Involvement

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

We have implemented daily outreach to parents of students with chronic absenteeism or lateness. Attendance information is discussed at all PA meetings and strategies for PA involvement in outreach are discussed.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, we will increase our student's reading lexile and argumentative writing abilities by 20%, as measured by lexile level data and student scores using our Common-Core aligned universal writing rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Based on the Common Core 8th Grade ELA exams, 90% of our students did not achieve proficiency in ELA.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1. The school will implement the Hochman Method of Writing in all content areas. This research-based program allows all of our teachers to teach subject content through writing strategies.
2. All students are programmed for one period a day of Achieve3000, which is an online, Common Core aligned reading program.

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

1. The ELA and History department attended a week long institute on the Hochman Method of Writing.
2. An ELA teacher was hired to implement the Achieve3000 program. In addition, two laptop carts were purchased in order to implement the program.

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

1. Students are required to complete an on-demand writing task each week that is analyzed using our Common-Core aligned universal writing rubric in order to determine growth.
2. All students completed a baseline reading assessment using Achieve3000 to determine each student's lexile level. Data is monitored on a weekly level to determine growth in student's lexile levels. Our goal is to see a 20% increase in student lexile levels by June 2015.

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

1. The Hochman Method was rolled out in all content areas in September. Data analysis is ongoing and will conclude in June 2015.
2. All of our ninth grade students are programmed for one period per day of Achieve3000 starting in September 2014 and will run the full school year ending in June 2015.

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

1. Professional Development on the Hochman Method is facilitated each summer. One teacher is identified as the Hochman Method content lead who works with all departments on the implemented of the program
2. All students are programmed for one period per day of Achieve3000. A teacher was hired to implement the program for all students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Data is reviewed with our PA regarding student baseline data and progress at every PA meeting. Parents were invited to a Meet the Teachers Night to receive an overview of our programs.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	One period of ELA and one period of Achieve3000. The implementation of the Hochman Writing Method to improve students writing skills. Extended Learning Time four days per week. ESL support services	Small group instruction, incorporating Blue Engine Teaching Assistants. Advisory, tutoring, ESL support services.	During the school day and after-school, after-school tutoring
Mathematics	Extended Learning Time four days per week after school and during lunch. ESL support services	Small group instruction, incorporating Blue Engine Teaching Assistants. Advisory, tutoring.	During the school day and after-school, after-school tutoring
Science	Extended Learning Time four days per week. Tutoring and ESL support services for Science	Tutoring, Advisory	During the school day and after-school, after-school tutoring
Social Studies	Extended Learning Time four days per week. Tutoring and ESL support services for Social Studies	Tutoring, Advisory	During the school day and after-school, after-school tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling – during the school day for mandated counseling as well as other students identified as at-risk	Students will receive small-group or one-to-one counseling during Advisory and health classes and in the counselor’s office.	During 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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We will continue to fill vacancies by seeking highly-qualified teachers and putting applicants through a rigorous interview and demo-lesson process. We look for candidates through TeachNYC as well as through highly-regarded teacher preparation programs such as Math for America, NYC Teaching Fellows, and other programs. Teachers are informed about our school model and mission, and must be willing to support the work we do in order to join the team. Once teachers are on board, we hope to increase teacher retention due to our establishment of a Professional Learning Community, where we establish a collegial and supportive environment. Teachers collaborate during common planning time, our annual retreat, and whole staff meetings. Teachers are given assignments based on their license, their talents, and their preferences. Teachers complete preference sheets every year and a schedule is based on the needs of the school and the students. A professional development plan is created that takes into account teacher preference, our school's instructional focus, and key areas for improvement as identified through observations and feedback.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our Professional Development Plan includes the services of two educational consultants: Aussie and Ramapo for Children. Our Aussie consultant visits the school twice a month to meet with teachers to help develop Common-Core aligned curriculum and tasks, and helps facilitate whole staff training.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We are a conceptually consolidated school; we use our Title I, Title IIA, and Title III funds for any purpose allowable under the cost factor, as long as they uphold the intent and purpose of each program.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our school implements quarterly assessments, aligned to NYS Common Core or content-specific standards, each year. Teachers are offered professional development on how to analyze students assessments to inform instruction. After each quarterly exam, our teachers do an assessment analysis and present that data at department, grade level, and whole staff professional development.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact

and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 08X349

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school	references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$129,147.48	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,323,292.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 349
School Name The Bronx River High School		

B. Language Allocation Policy Team Composition [i](#) 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 Gregory Fuchek	Assistant Principal Margaret Malloy
Coach type here	Coach type here
ESL Teacher Jaclyn Baiata	Guidance Counselor Linda Barrientos
Teacher/Subject Area J. Miguel Nora-Jimenez, ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	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)	102	Total number of ELLs	14	ELLs as share of total student population (%)	13.73%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										4				4
Discrete ESL class										1				1
Total	0	0	0	0	0	0	0	0	0	5	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	4
SIFE	3	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	7

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6	3	0	1	0	0	7	0	3	14

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	6	3	0	1	0	0	7	0	3	14
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12				12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1				1
TOTAL	0	14	0	0	0	14								

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)										4				4
Intermediate(I)										4				4
Advanced (A)										6				6
Total	0	14	0	0	0	14								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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:

- 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 ELLs at the Bronx River High School we use the following three measurements. The first measurement used is the NYSESLAT score from the previous spring. We would like to use the disaggregated scores to differentiate speaking, listening, reading, and writing skills, however these disaggregated scores are no longer available to us. We attempted

disaggregating the raw scores into scaled scores for each modality using the 2013 NYSESLAT memo, and all of the students fell into the beginner range for all modalities. Instead, we can refer to overall trends in the students' NYSESLAT history (except in the case of a few of our newcomer ELLs). This score provides us with an idea of the level of literacy of the students. In addition to the NYSESLAT scores, we also analyzed the NYS 8th grade ELA levels for 2013. Of the 9 ELLs who took the NYS ELA exam, 8 scored a level 1 (2 or more years below grade level proficiency) and 1 ELL scored a level 2 (1 or more years below grade level proficiency). It is notable that the student who scored a level 2 on his 8th grade NYS ELA exam also passed the Algebra Regents with a score of 82. One other ELL attempted the NYS Regents in U.S. History and Government but did not pass it with a score of 43. This student is also an advanced ELL (by 2013 NYSESLAT measures). We are in our first year and currently only have a ninth grade class. The eighth grade levels were able to provide us with data, however we are in need of more detailed literacy data. Therefore, the third assessment we have used is the Achieve 3000 online literacy program's LevelSet data. This program provides us with a baseline assessment of a student's lexile level and allows us to continue monitoring the student's growth through differentiated reading and writing activities. In September of 2013, we targeted our Beginner ELLs by giving them the baseline assessment before other students (because we did not have a laptop cart available for our use until November 2013 to assess students). The results showed that 3 of our Beginner ELLs would not be benefitted by the Achieve3000 program because their literacy skills in English are still emerging. We responded to this data by starting a discrete ESL class to replace the students' Achieve3000 class in their schedule. This class is taught by a licensed ESL teacher with 6 years of experience teaching ELLs. The discrete class focuses on basic English grammar, reading strategies, and vocabulary-building with multiple native-language supports. The data we have collected and continue to collect helps to guide our instructional program and allow us to consider texts, RTI's and specific strategies to teach literacy to these students so they are able to be academically successful. Currently, our ESL teacher pushes into all of the students' content area courses for 1 period every day in addition to the beginners' discrete ESL class. As we collect more data on students' grades at the end of Fall 2013, their credit accumulation, and NYS Regents scores, we will use this additional data to inform programming decisions for future semesters. The only exception to our programming is one Advanced ESL student who passed his Algebra Regent and is on a different class schedule than other ELLs. He is being serviced by his ELA teacher for one period every day. The ESL teacher meets with this pedagogue and his other pedagogues to inform them on ESL supports in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

All of our 4 students who are beginners (by 2013 NYSESLAT scores) are newcomer ELLs with the exception of 1 who has an IEP and is a long-term ELL. All of our newcomer and beginner ELLs also scored a 0 or a 1 as their raw score on their LAB-R when they entered the NYS Education system. Therefore, one could extrapolate that all of our beginner ELLs had little to no prior knowledge of the English language.

We currently have 4 intermediate ELLs on our roster, however 2 of these students are long-term absences (LTAs) and have an IEP in addition to being long-term ELLs. These 2 students' NYSESLAT scores are from 2012 because they were absent for the 2013 NYSESLAT. Both of these LTA long-term ELLs also do not have a LAB-R score according to the RLAT report through ATS. Of the 2 students who are intermediate ELLs and attend regularly, 1 student is a newcomer with a score of 0 on his LAB-R and the other student had a score of 16 on his RLAT 9 years ago, showing that these students have different needs as ELLs. The newcomer ELL has made rapid progress in his acquisition of English (testing from beginner on his RLAT to intermediate on his NYSESLAT within the same academic year 2012-2013), whereas the long-term ELL has seen a recent regression in his academic English acquisition (testing advanced on the 2011 and 2012 NYSESLATs to only intermediate on his 2013 NYSESLAT).

Our advanced ELLs run the gamut and do not show any clear patterns as a group. Two advanced ELLs are newcomers, one of which scored a 23 on his LAB-R, whereas the other scored a 0 on his LAB-R. The student who scored a 23 on his LAB-R took the exam in 2004, yet is only listed as having 3 years of service, which suggests he has had gaps in his ESL service and was close to the cut-off score for the LAB-R when identified in 2004. The other newcomer advanced ELL has made rapid progress on his NYSESLAT from a beginner level in 2011 when he first took the NYSESLAT to an advanced level for the past two years (2012 and 2013). Another advanced ELL who has had 4 years of service has also made consistent progress on her NYSESLAT for the past 3 years. She entered with a score of 41 on her LAB-R in 2009 (showing prior knowledge) and has progressed consistently on her NYSESLAT to intermediate in 2011 and 2012 to advanced in 2013. Of our other 2 advanced ELLs, both are long-term ELLs and 1 has an IEP. Only 1 (the student with an IEP) shows data from his LAB-R, scoring a 10 in 2003. Both students entered the NYC DOE in 2004 and have received 9 years of service. Both students show moderate progress in recent years by scoring Intermediate on the 2011 NYSESLAT and advanced on the 2013 NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Disaggregated NYSESLAT modalities information is not currently available through the RMNR report in ATS. In lieu of this information, we start with the student's overall NYSESLAT score (B, I, A, P) from the previous school year to inform our placement of ELLs within heterogeneous groupings of ELLs who are placed with mainstream native English speaking students in collaborative co-teaching (CCT)

classrooms. The previous year's NYSESLAT score also enables us to identify students who would be benefitted by a discrete ESL class each semester. We are able to use the students' level placement indicated on the previous year's NYSESLAT exam and lexile level based on the Achieve3000 LevelSet to initiate our instructional decisions. Nonetheless, we view students' instruction as flexible and responsive to their changing language needs. Therefore, we continue to review students' performance school-wide through our online gradebook (PupilPath) to determine whether students are making sufficient progress toward meeting CCLS curriculum. We also monitor student information on PupilPath in addition to Aris to determine whether students are making measurable progress toward graduation through credit accumulation and Regents pass-rates. Knowing students' strengths and weaknesses through these data management systems will shed greater light on specific modifications that need to be made on an individual student level to help our ELLs meet AMAOs.

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?

Our school is in its first year of operation, so we currently only serve 9th grade ELLs for the 2013-2014 school year. We have little data to show a comparison of how ELLs perform on tests taken in English compared to students' native language. However, we have noticed that when offered to students, only 50% of the ELLs (7 students) want a translated edition of their examination (in this case, all native Spanish speaking ELLs) and only 21% of the ELLs (3 students) will choose to respond in their native language. Already, we have seen the response rate in Spanish drop from 21% in September 2013 to 0% in November 2013. All of our ELLs are attempting to respond in English and use occasional Spanish words in their response when they are unaware of the English word and were not able to find the word independently in the Spanish-English dictionary. Nonetheless, all of the students who requested a translated version of their tests, quizzes, essays and other forms of assessment still use the translated version as reference side-by-side with the English version.

Our school does not currently participate in the ELL Periodic Assessments nor the Native Language Assessment.

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](#).)
n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that an ESL student's second language is developed we consider the student's native language when grouping the students with peers who can assist in native-language translations/explanations as well as native language supports in the student's content area materials (in instruction as well as assessment). We also inform our instructional decisions by having the ESL teacher/coordination meet with content-area teachers to review lesson plans and instructional materials on a weekly basis. This facilitates feedback and modifications for the lesson and materials prior to instruction. These weekly meetings also allow for a time to review ELL performance on assessments to evaluate whether content and material needs to be reviewed with ELLs. Furthermore, these meetings also aid in identifying gaps in the prior knowledge of newcomer ELLs. Additional supports are provided through bilingual content-area glossaries in the students' native languages, native language to English dictionaries, Longman dictionaries, word walls, and graphic organizer activities that are aligned to content.

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The succes of our program is evaluated by how many of our AMAOs are successfully met for each student, whether the student has made progress toward his/her graduation, and has made measurable gains in all four modalities of English. Furthermore, we evaluate our program's success by looking at the attendance rate for our ELLs on field trips, volunteering for community service, staying after school for extended learning time [ELT], participating in clubs, and/or playing on sportsteams. We believe these are also strong indicators of ELL engagement and prevents drop-out among particularly our long-term ELLs. We also believe family engagement is a crucial indicator of the success of our program. Therefore, we check the network login rate for ESL students' parent accounts to see that they are utilizing an electronic method of monitoring students' grades. We also look at the rate of attendance for ELL families at school events and parent teacher conferences. We evaluate our growth based not only but a student moving up a level in their second language aquisition based on his/her overall score on the NYSESLAT in the spring, but by the student's overall engagement and progress toward meeting graduation requirements.

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](#).)
The first step in identification is the informal interview between a parent, child and school personal upon a student's admittance to the NYC Department of Education. If the parent/guardian is a native Spanish speaker, the HLIS survey translated into Spanish) is given by our bilingual guidance counselor Linda Barrientos who is trained in the administration of the survey. If the parent/guardian speaks a language other than English or Spanish, the Office of Translation Services is contacted to assist in the translation of the survey. If the survey indicates that a student's native language is a language other than English, then the OTELE alpha code for that language is filled in on the HLIS form and the student will be administered the LAB-R (as of February 1st 2014, the student will be administered the NYSITELL). The LAB-R is administered within ten school days of the child being admitted to our school and the ELPC screen is also completed in ATS within ten days. If the student has a home language of Spanish, the student will be given the Spanish LAB in addition to the LAB-R during the same time frame. Once the LAB-R reveals whether the student qualifies for ESL services, the parent is instructed on the options for their child to receive services through TBE, Dual Language or Freestanding ESL programs. After the parent has watched the DVD on parent choice options from the EPIC kit, has discussed these options with Ms. Baiata (ESL Coordinator), and has decided on the option that is best for his/her child, the newly admitted ELL will be placed in the program best suited for the student. Currently, our school only offers a freestanding ESL program, but if we have 15 or more parents who request a bilingual program, we will establish a TBE program to address the parents' request. If the parent/guardian selects TBE or Dual Language at this time, we will also make the parent aware of nearby schools that offer these programs so that they can transfer their child to one of these programs if they choose to do so.
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.
To ensure that every parent is aware of the the three possible choices we provide each parent with an opportunity to watch the DVD from the EPIC kit that explains all the different options. After the DVD, we ask parents if there are any questions on any of the forms. We then provide the parents with the Parent Selection form. After the form has been completed, we explain the ESL program offered at the school. If a parent chooses another option, we provide the parent with the necessary resources to get their child enrolled in the program of their choice. If the parent speaks a language that is not covered by the translated forms and translated video options, we will request a translator from the Office of Translation Services.
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 [\[see tool kit\]](#).)
Every year, the ESL coordinator reviews the NYSESLAT results and sends home entitlement letters to the parents of ELLs. Copies of these letters are stored in a binder that is secured by the ESL Coordinator. Parent Surveys and Program Selection forms are kept in the student's cumulative folder and a copy of these forms is placed in a binder that is also secured by the ESL Coordinator.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The first step in placing students in an ESL instructional program is to identify the amount of service that they are entitled to each day. Once their entitlement has been decided, the student is programmed to receive all necessary content subjects as well as ESL services within those classes. The ESL teacher's schedule is adjusted after students are programmed to ensure that all ELLs are receiving the appropriate credits for graduation, the appropriate preparation to be college and career ready as well the appropriate amount of ESL services based on their CR Part 154 entitlements.
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.
All sections of the NYSESLAT are administered to all ESL students at the Bronx River High School. In order to ensure that each entitled student is given the NYSESLAT, the NYSESLAT schedule is designed using the most current RLAT report from ATS. In order to do this, a schedule is designed to give the ESL teacher enough time to test all students within the windows for each modality. The test is given in four sections. Speaking, Listening, Reading and then Writing. Students are excused from the necessary classes and

classwork to test in a secure and separate location for all parts of the exam including the Speaking section, which is administered one-on-one. The test is given as soon as allowed by New York State in order to make sure that students who are absent during part of the test still have enough time to complete the NYSESLAT in its entirety. Calls are made home to students who were absent on testing days and make-up days are made available to test absent students to ensure that data in all four modalities is complete for every student. The ESL Coordinator administers all four sections of the exam and a teacher who does not teach the ELLs grades the Writing portion of the exam to eliminate teacher bias. Typically a Special Education teacher grades the Writing section of the NYSESLAT except in the case of ELL-SWDs. Throughout the entire testing period, the examinations and testing materials remain locked in a secure location in our school according to the administrator's directions until they are packaged and returned to Questar.

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. *①*
- We are a brand new school with only a ninth grade cohort. We have had no newcomers to our school. Due to the fact that we are just beginning we have data to assess to determine the trend. The only program currently offered at our school is free-standing ESL and students are receiving their services through the push-in model. As we grow, we have the potential to implement TBE programs as well as free-standing ESL. Three of our teachers are currently working toward a bilingual extension license so that we are prepared to meet a demand for a TBE program if and when it occurs. We wrote and have been awarded a grant to implement TBE as our numbers grow. As our school grows, our programs will too. This will allow us to have our school be able to offer parents the program selection of their choice.

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])?

ESL instruction is delivered primarily through co-teaching model with one discrete self-contained class for beginner ESL students (and one low intermediate student). Students travel together as a group in block classes in heterogeneous groups mixed with mainstream students. The only exception to this is one advanced ELL who has a different schedule because he is in an advanced math course (Geometry in 9th grade). Our ESL department and school administration discussed programming options with the student and his family and they decided that he stay on an advanced Math track and receive ESL services through his ELA teacher. He receives modifications and extended time on assessments and is cognizant of additional modifications that can be provided by our ESL department coordinator if necessary.

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)?

All students are serviced by CR Part 154 because all ELLs are given a minimum of 900 minutes of ESL service per week. The ESL teacher pushes into and co-teaches their 4 content area classes 5 days per week. Students who receive a discrete self-contained class receive 1080 minutes of ESL service per week because they have 1 extra class taught by the ESL teacher. The only exception to this service schedule is 1 advanced ELL mentioned above who receives service by his ELA teacher 225 minutes per week. This particular student receives ESL support with his ELA teacher because he is in a different program. This student is an advanced ELL who is in geometry instead of algebra. He has already taken and passed his NYS Algebra Regent. In order to provide him with ESL services, his ELA teacher is doing so. This provider will be reflected in our BESIS for this year. His ELA teacher and 3 additional content area teachers speak his native language and can provide native language supports as well.

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.

As an ESL program, the content area classes are delivered in primarily English. However, content-area texts for independent reading and homework assignments in Living Environment, Algebra, and Global History are often provided in native language translations using translated documents on the NYSED Regents website, course textbooks, and occasionally Google Translate for lower frequency languages. Graphic organizers and/or the Hochman Writing Method for sentence building are provided for all ELLs and are used as a scaffold with every writing assignment. The demands of the CCLS are being addressed because students are given the same rigor as mainstream students in the same classroom setting with the same text with multiple supports in their native language as well as scaffolding writing skills and graphic organizers to help them reach a similar goal as their mainstream peers.

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

All of our ELLs have the opportunity to respond in their native language in their Living Environment, Global History, and Algebra courses on formative assessments.

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

We continue to monitor our ELLs' progress in the modalities of English writing and reading through Achieve3000 data that is reviewed on a monthly basis. We also monitor ELLs' writing progress in argumentative writing through formal MOSL assessments each semester. ELLs in the discrete ESL class are assessed at least once per week in all four modalities by their ESL teacher while all other ELL are evaluated on a weekly basis with the ESL teacher and content area teacher.

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).

We differentiate instruction for ELL subgroups through alternate scheduling, additional scaffolds, and in some cases alternate assessments.

For our students who are identified as SIFE, we assess their skills in all four modalities in English as well as identify gaps in content areas through baseline assessments at the beginning of the year in their Math, ELA, Living Environment, and Global History classes. We are currently pulling our SIFE ELLs out of their Algebra class for 1 out of the 2 period block Algebra class to review basic

mental math skills, number lines, and mathematical operations. SIFE students also have the opportunity to be enrolled in our discrete ESL class for 1 period every day if we find that they need direct grammar and vocabulary instruction (oftentimes the case). Newcomer ELLs who have been in the US for 3 years or less have the opportunity to join a discrete ESL class replacing their Achieve3000 class. The discrete ESL class teaches students direct vocabulary and English grammar through direct sheltered instruction.

ELLs who have received service for 4-6 and long-term ELLs receive ESL push-in support through collaborative co-teaching in all of their content area classes by a licensed ESL teacher. They also have the opportunity to be placed in a discrete ESL class to replace their Achieve3000 class if their lexile score on the baseline assessment (LevelSet) is below a 2nd grade level. Thus far, this has not been the case for any of our 4-6 year and long-term ELLs.

Former ELLs who tested proficient on the NYSESLAT within the past 2 years are given the same modifications as all of our current ELLs on assessments. They are also grouped with the current ELLs and still receive ESL support in their content area classes. All of our current and former ELLs regardless of the subgroup are able to stay after school for 1.5 hours every Monday-Thursday and during lunch Monday through Thursday for one-on-one tutoring with our Blue Engine Teaching Assistants.

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?

For ELL-SWDs, we use modified assessments, graphic organizers, modified texts, native language texts, jigsawed activities, and "books on tape" (digital audiobooks) to help accelerate students' English language development.

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?

Our school uses curricular and instructional flexibility by providing modified texts with many visuals in their content area classes. Texts and writing assignments are scaffolded with graphic organizers while vocabulary is sheltered and clearly displayed on word walls. In the students' Achieve3000 class, readings and comprehension questions are specific to the student's Lexile reading level. All ELL-SWD are scheduled in the least restrictive environment our school can offer which are CCT classes. They also have 4 Blue Engine Teaching Assistants in their Math and ELA classes for 2 periods a day in each course, totaling 4 periods a day with 4 teaching assistants, 1 content teacher and 1 ESL or Special Education teacher.

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:	NA		
Social Studies:	NA		
Math:	NA		
Science:	NA		

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

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

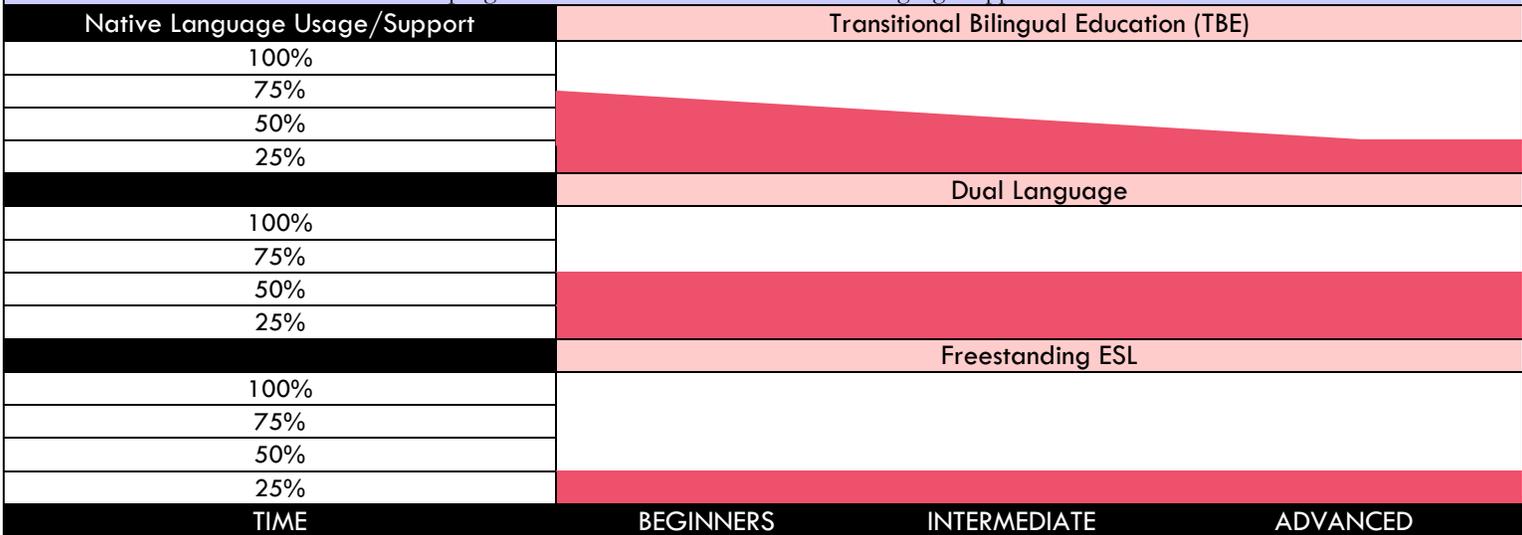
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention for ELLs in ELA and math is through our partnership with Blue Engine. In both their ELA and Algebra classes, there is a lead teacher, ESL teacher and 4 Blue Engine teaching assistants. This allows for all ELLs to benefit from small group instruction in these classes. Any student that is in need of intervention is quickly identified and the appropriate intervention is put in place immediately. In addition to the teaching assistants in these core classes, there is extended learning time (ELT) offered everyday afterschool on Mondays through Thursdays and during lunch. Attendance, performance, and homework return rates are tracked to make sure of academic success. All intervention services are provided in English, however all of our content area teachers speak Spanish and can provide translations when necessary. Targeted interventions in science and social studies are provided through the push in ESL teacher, native language resources, native language dictionaries and tutoring down lunch and/or afterschool.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- It is difficult to assess the effectiveness of our current program because we have only existed as a school for 2 and a half months. Our overall attendance rate for this year is 88% including long-term absentees and students who were later discharged that never attended our school. We consider this a good start and a good indicator of the efficacy if students are eager to come to school consistently.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will look at the levels and growth of our beginning ELLs. If progress is not adequate, a discrete intermediate ESL class may be created for long-term ELLs who need more direct literacy instruction and greater engagement in their academics. We are also considering a formal peer tutoring program among former ELLs and current ELLs. Currently, several former ELLs tutor current ELLs for community service after school, and we may decide to make this a requirement next year.
12. What programs/services for ELLs will be discontinued and why?
- We are not considering discontinuing any programs/services at this time. At the end of our first fall and spring terms, we will analyze student growth data to determine whether or not any programs lack efficacy and should be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs are advertised and translated into students' native languages. Special events are also introduced to students at Town Hall events that include all ELLs in attendance. After school programs and supplemental services such as Extended Learning time, after school Living Environment tutoring, community service events, and field trips are offered to all ELLs in our school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs are enrolled in an Achieve3000 class that utilizes technology to build literacy, although a few beginner ELLs are in a discrete ESL class the same period because they have Lexile scores that are currently too low to be benefitted by the program. All ELLs are also enrolled in a Technology course where students are taught literacy skills through Google Drive applications. All ELLs also use Google Nexus tables and MacBook Pro laptops in their content area classes when their content area teacher chooses to integrate these devices with their content. For example, students track their independent reading books and reviews on a blog maintained by their ELA teacher and monitor their grades in their Advisory class through PupilPath.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is offered in the ESL program through translated materials in the classroom (e.g. textbooks, word walls, workbooks, assignment directions, etc.) to ensure students' comprehension of the material. Many of our teachers are bilingual and provide additional support and direction to students in their native language. Native language material is provided to supplement the instructional material when available. All ESL students are able to take any New York State Regent in their native language with the exception of the ELA Regent.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of the resources given to the students are on grade level (currently only 9th grade) and additional supports for SIFE students and beginner ELLs are found at a more accessible literacy level for these students when available.
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.
- Over the summer, we provide an Algebra Regents Academy, which is a week-long Algebra intensive course to prepare students for the August Algebra Regents exam. ELLs that receive a score of 80 or above on their Algebra Regents in August (after attending the Algebra Regents Academy) are placed in a Geometry class for the fall semester. In addition, we also offer a two-day Summer

Bridge freshmen orientation. This provides newly admitted students to familiarize themselves with the school, their teachers and their peers prior to the first day of school.

18. What language electives are offered to ELLs?

We are currently in our first year of operation and only have ninth grade students. There are currently no language electives. This will be decided when we begin to plan for the 2014-2015 school year.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All OELL Newsletters are distributed to personnel who work with ELLs. They are encouraged to attend pertinent workshops and our ESL Coordinator recommends workshops that she believes will be beneficial to their instruction of ELLs. Effective ESL teaching strategies are also turnkeyed to staff on the Chancellor's PD Days. In addition to professional developments provided by the Department of Education, all teachers of ELLs work with a Ramapo Classroom Coach and an Aussie Consultant. Coaching is provided on a biweekly basis to ensure all students are being provided with best practice instruction as well as a curriculum that is aligned to the Common Core Learning Standards. All teachers are provided with consistent and effective professional development throughout the year. In the spring, content teachers of ELA will be sent to QTEL: Building the Basics. QTEL sessions will be continued once the initial session is complete.

Staff are provided with an advisory curriculum to use. Advisory meets first period every day to help students academically and emotionally transition to high school.

The minimum 7.5 hours of ELL training as stipulated by Jose P. is delivered in-house by our ESL Coordinator on Chancellor's PD Day focusing on teaching strategies such as sheltering language, sentence-building strategies, integrating illustration in assessments, and constructing graphic organizers for essays. This PD is available for all staff, but is required for all first-year teachers.

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?

We address the needs of parents by sending information home in their native language inviting them to Meet the Teachers Night (2x per year), Parent Teacher Conferences (2x per year), meetings and events with Community Based Organizations and Montefiore Clinic (several times per year), and technology workshops that teach parents how to log onto PupilPath, Aris, and Achieve3000 to monitor their child's progress (2x per year). Our school is very new and is still seeking partnerships with more CBOs, but we currently partner with the Montefiore Clinic, New York Cares, and Part of the Solutions (POTs). At this time, we have not had collaborative meetings at our school with these CBOs, but we plan to have several in the future. We evaluate the needs of the parents through annual parent surveys, feedback from PTA meetings, and from informal discussions with parents throughout the course of the school year. Translation services are provided to parents whenever necessary. If the translation is needed in Spanish, we provide translation through school staff. If any other language is needed, the school will reach out to the Office of Translation and Interpretation Services to provide the translation. In order to identify the home language, there is a Welcome sign clearly displayed in the main office of The Bronx River High School which allows parents to point to their home language if no staff speak their native language.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Bronx River High School</u>		School DBN: <u>08X349</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregory Fuchek	Principal		1/1/01
Margaret Malloy	Assistant Principal		1/1/01
Bessie Fernandez	Parent Coordinator		1/1/01
Jaclyn Baiata	ESL Teacher		1/1/01
	Parent		1/1/01
J. Miguel Nora-Jimenez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Linda Barrientos	Guidance Counselor		1/1/01
Nancy Scala	Network Leader		1/1/01
	Other _____		1/1/01