

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10X351

School Name:

BRONX COLLABORATIVE HIGH SCHOOL

Principal:

BRETT SCHNEIDER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 10X351
School Type: Public Grades Served: 9-12
School Address: 100 W Mosholu Parkway S, Bronx, NY 10468
Phone Number: (718) 543.1029 Fax: (718) 543.1023
School Contact Person: Brett Schneider Email Address: bschneider@schools.nyc.gov
Principal: Brett Schneider
UFT Chapter Leader: Carol Kinney
Parents' Association President: _____
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: _____ Superintendent: _____
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: _____ Network Leader: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brett Schneider	*Principal or Designee	
Carol Kinney	*UFT Chapter Leader or Designee	
Yhelisa Laboy	*PA/PTA President or Designated Co-President	
Juan Guzman Puerto	DC 37 Representative, if applicable	
Elizabeth Duluc	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erick Paulino	Member/ Student	
Courtney Cramer	Member/ Teacher	
Gabriela Hernandez	Member/ Teacher	
Ana Padilla	Member/ Parent	
Carlos Rodriguez	Member/ Parent	
Cynthia Daniels	Member/ Parent	
Maria Garcia	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Mission

Students of Bronx Collaborative High School (BxCHS) are academic detectives, bringing New York City’s unique resources and rich history into the classroom to investigate real-world challenges. We develop our students’ technological abilities; we train them as media producers who can investigate and evaluate evidence, and share their own innovative ideas beyond the school’s doors. Our courses tap into the same natural learning process that we all first learn to walk, talk, and play complex games--we learn by doing.

Students learn to work in teams, accept feedback from experts, and meet real-world standards, which prepare them for university and job experiences. Our collaborations with government, community- based organizations, cultural institutions, educational programs, and outside professionals enrich our classes, offer field trips and provide resources.

BxCHS faculty knows our families, recognize each student’s myriad talents, and support their unique needs from the first day of school to graduation. Our counselors and social workers support families and help make college acceptance and attendance a reality for our students. We prize individuality, diversity, and authenticity--working together to address issues of social justice and to create positive change in the world.

Context

The Bronx Collaborative High School (BxCHS) is in its second year and is currently experiencing the rapid expansion from a school of 95 and 7 staff to a school of over 215 and 19 staff. Our school serves a wide range of students who have graduated from middle schools in all five school districts of the Bronx. Our school holds a unique vision to bring together problem-based learning, technology, and social/emotional learning around real-world issues of social justice. Our school is also unique in that it is a performance-based school by design—founded explicitly to offer a rich college preparatory curriculum in the north Bronx. Added during the Spring 2014 by the Board of Regents to the “Regents waiver,” ours is among a handful of schools in the entire state approved to issue a Regents Diploma without testing through a series of elaborated research papers and oral defense presentations in each discipline.

During our school’s first year, we demonstrated several key areas of strength. We developed a strong school culture that was evidenced during visits from our network, our superintendent, and our cluster. Our student government took great leadership within the school, successfully collaborating with the faculty to make key changes to the schedule/student programming. In addition, student leaders participated in advocacy/lobbying work on behalf of the free adolescent health clinic located in our building during a trip to Albany. Our entire school engaged in a challenge camping/expeditionary 3 day/2 night event during the Spring at a location which also housed two faculty retreats.

Our parent leadership worked together to form both a Parents’ Association and a School Leadership Team. The School Leadership Team successfully helped us apply for Title 1 School-Wide Program status, complete grant applications, and formally select and appoint a principal through the C-30 process.

Our school also served as a key member of the campus community, providing technical support/artistic direction for the redesign of our scanning area, writing a successful Reso A funding grant for our campus, and participating in a weekly campus council. Our school’s faculty and administration also took on key collaborative roles with organizations both local and national. Representatives from all departments attended key assessment and professional development activities

with the New York Performance Standards Consortium. In addition, our faculty represented the school at Math for America. In June 2013, our school proposed and was selected to present a workshop on our curricular/pedagogical model at a national conference this November—the Fall Forum.

Our successfully meeting students needs and expectations was reflected in the positive word of mouth generated by students which enhanced our meeting city enrollment match targets entirely through Round 1 and 2 of the HS Application process.

Our school's main challenges going into its second year are the vast number of systems that need refining or re-evaluation as part of our rapid expansion. This challenge is most present in the need to offer high quality ongoing supervision and PD to ensure that 2.5 times expansion of staff maintains and expands on our high-level execution of school vision and goals.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school worked closely with members of the New York Performance Standards Consortium during the 2013-2014 school year to assess our readiness to participate and join in the waiver issued by the New York State Board of Regents regarding participation in the Regents Waiver program. Faculty worked to develop original curriculum that were customized to the development needs of students and the authentic professional interests and expertise of the faculty. Our school participated in Moderation Study activities to ensure inter-rater reliability in the application of the Consortium-wide graduation requirement replacement for Regents Exams. New York State approved the addition of Bronx Collaborative High School to the Regents waiver.

During the 2013-2014 school year, Bronx Collaborative High School worked with Institute for Student Achievement (ISA) to coach our faculty team through the process of developing “mini-PBAT” exhibitions during Regents Weeks, which our 9th and 10th grade students could engage in performance-based assessment tasks that would prepare them our state-approved “in lieu of Regents” requirements for the Regents Diploma. On the initial run of these we asked all 9th graders to select two of the four core subjects for Mini-PBAT panels. Of the original group of 9th grade students, xx number completed both panels successful. Xx number completed one of the two panels. Xx number completed 0 panels.

During the summer of 2014 our Curriculum Inquiry Team, led by the departmental coordinators of the school, worked with the administration to gather and assess innovative course curriculum proposals regarding highly inclusive and motivating options for students; dubbed the “student choice college foundations,” the student choice bulletin featuring Intro courses in 4 subjects for 9th graders during their 1st semester and a range of choice in each discipline for students at all other times. The Inquiry team examined the *Understanding by Design* proposals that every teacher submitted, and worked with administration to provide supervisory feedback assessing their rigor.

To support a mission of inclusive education and to provide ongoing investigation and support into best practices school-wide, we expanded our special education department to include 4 ICT teachers who are paired with all subject teachers.

Strength- Our faculty have successfully made customized, and inclusive course options that both challenge and motivate students into a range of common-core aligned critical thinking and substantive conversation/documentation activities that are inquiry-driven. These courses and the ongoing PD we do in our faculty gatherings support the entire staff in critical inquiry around student preparation for these assignments and assessments. We believe these to be central to supporting students to prepare for the big ideas of exhibitions.

Priority Need- While working to ensure students completion of these requirements “on schedule,” the school needs to define and refine its systems for communicating the rigorous completion standards for Mini-PBATs which includes on-going scheduling, mock preparation, and tutoring for panel/exhibitions based on an assessment of students’ current needs and levels of functioning.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2014-2015 academic year, 90% of the Class of 2017 (10th graders) will successfully complete 4 Benchmark PBAT (“Mini-PBAT”) exhibitions that embed New York Performance Standards Consortium PBATs rubrics, and in turn Common Core State Standards and the College for All approach.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<i>In an effort to support aspiring/rising 10th graders who had not met their 10 credit requirements and Mini-PBAT requirements in 9th grade, our newly hired faculty will design original engaging classes for summer school and for fall 2014-spring 2015 that are deeply tied to the Essential Questions embedded in the Mini-PBAT requirements.</i>	<i>Under-credited students, English Language Learners, SWD</i>	<i>June-August 2014</i>	<i>Principal Assistant Principal Summer School Teachers</i>
<i>A “summer boot camp” PD intensive aligned to summer-school coursework and new course design engaged a wide collection of faculty to apply more clearly defined “problem statements” that grounded student-centered inquiry work. The problem-statement model provided to the faculty to modify existing Wiggins/McTighe unit planning model. This professional development will be used to support faculty preparation for implementing performance-based exhibition activities at the core all academic courses.</i>		<i>August 2014-January 2015</i>	<i>Principal Assistant Principal Department Coordinator Team</i>
To further support English as a New Language learners who may have not met mini-PBAT requirements, we have hired a full-time ENL Teacher to organize and provide direct differentiated services for our 40-50 English language learners.	ENLs	September 2014	Principal Ms. Melida Maldonado
To further support Special Education students who may have struggled with the Mini-PBATs due to their disabilities, we have exponentially expanded our department. We hired 4 Integrated Collaborative Teaching specialists for the 2014-2015 school year inviting one to participate in the design of summer-school integrated teaching and to participate in ongoing professional development offered by our network on special education needs. These teachers will pilot inquiry team and weekly data analysis methods to ensure higher quality support for all students.	SWD	July 2014-June 2015	Principal Mr. Reinaldo Hernandez

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

- **Human Resources:**
 - This goal required the addition of a number of new hires, including 4 in the special education department and one in the ESL department.
 - In addition, it required the
- **Instructional Resource:** Wiggins/McTighe *Understanding by Design* planning literature
- **Schedule Adjustments:**
 - Expanded ICT sections need to be created and programmed for services
 - Students in the transitional bilingual program need to be programmed for required service hours based on level.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Our School Leadership Team has reviewed our budget at two points this year to ensure alignment. Our team reviewed the S/CEP goals at the start of the school year and has scheduled a second review of budgetary alignment to Comprehensive Education Plan goals during the December and January SLT meetings.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our school leadership team will enact a formal review of our progress on all CEP goals at the February and March meetings and make recommendations to the school leadership as to monitoring successful completion of tasks and noting corrective action (as needed).

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our needs assessment draws from the feedback obtained during the 2013-2014 school year, our first. We opened up our classrooms for critical review from collaborating educators, district leadership, network staff, and partner organizations. As a result we obtained very nuanced feedback and coaching for our faculty. Outside visitors recognized that all faculty members demonstrated possession of common values of education, but identified that a priority area of work was faculty executing these practices in a similar fashion. Our New School Quality Review, our Superintendent PPO, and Cluster PPO visits identified that a good next step in our development was the definition of school-wide practices in these areas that complemented the clear vision.

Additionally, our founding faculty members participated in developing a presentation on the Bronx Collaborative academic approach for a national conference. The process of working together on this presentation, along with a series of Professional Development activities on “visible thinking” have made apparent areas requiring further clarification or development. The process of preparation for this event and the associated professional development supported our faculty identifying common visible application of pedagogical techniques.

Strength: Our faculty has established a common vision of teaching, learning, and assessment to which they share core values. Our faculty has successfully established a range of inquiry teams and work groups through which they are closely exploring the pedagogy and teacher moves and their connection to student achievement. This theme has been a core element of our professional development/inquiry team common meeting each week and has been expanded through teachers’ vast individual contributions. Teachers have created print-rich documents to support students’ understanding of the protocols used in their class.

Priority Need: Through observation we have noted uneven application of the protocols and tools for structuring class time. Faculty themselves have set a collaborative plan for inter-visitation and administrative observational coaching to support their uniform success with applying these protocols and pedagogies at all times.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 academic year, 100% of the faculty will participate in the development of a Faculty Professional Development Manual that clarifies the cohesive Bronx Collaborative pedagogy and includes developed and refined tools like our school-wide or departmental rubrics, our classroom “visible thinking” protocols, and our personalized Habits of Mind, Work, and Heart.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
1. Our faculty will engage in professional development around the uniform usage of the <i>Understanding by Design</i> unit plan approach.	All faculty	June	<ul style="list-style-type: none"> Principal Assistant Principal Steering Committee
2. Professional Development activities will ask faculty to engage with the pedagogical underpinnings of authentic assessment and instruction as explored by Deborah Meier, Theodore Sizer, and Fred Newman.	All faculty	June, September, October	<ul style="list-style-type: none"> Principal Assistant Principal Steering Committee
3. Administration will model the usage of the Harvard Project Zero “Visible Thinking” Routines and the Coalition of Essential Schools/National School Reform protocols to support their application in all classrooms.	All faculty	October	<ul style="list-style-type: none"> Principal Assistant Principal Steering Committee
4. Faculty will engage in a Looking At Student Work and a Looking At Teacher Work protocol to analyze first quarter projects through inquiry with the goal of impacting cycle 2 and cycle 3 projects.	All faculty	December, January, February	<ul style="list-style-type: none"> Principal Assistant Principal Steering Committee
5. During professional development meetings, faculty will analyze existing New York Performance Standards Consortium rubrics and Bronx Collaborative project rubrics to define which categories and rubrics can be applied department-wide or school-wide.	All faculty	February, March, April	<ul style="list-style-type: none"> Principal Assistant Principal Steering Committee
6. Bronx Collaborative faculty will engage in trust-building exercises with all students through Advisory to establish a common understanding of our existing Habits of Mind, Work, and Heart.	All faculty	April, May, June	<ul style="list-style-type: none"> Principal Assistant Principal Steering Committee
7. Faculty develop manual and share with new staff, parents, and students.	All faculty	April, May, June	<ul style="list-style-type: none"> Principal Assistant Principal Steering Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Our faculty have enacted an SBO to support pooling the professional development and inquiry team contractual meeting times into a weekly “staff meeting” to support this initiative.

Instructional Resources: A range of protocols, articles, and materials from Harvard Project Zero’s “Visible Thinking”

project will be shared with faculty.

Schedule Adjustments: A large portion of weekly professional development activities will be scheduled to support this initiative.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Our School Leadership Team has reviewed our budget at two points this year to ensure alignment. Our team reviewed the S/CEP goals at the start of the school year and has scheduled a second review of budgetary alignment to Comprehensive Education Plan goals during the December and January SLT meetings.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our school leadership team will enact a formal review of our progress on all CEP goals at the February and March meetings and make recommendations to the school leadership as to monitoring successful completion of tasks and noting corrective action (as needed).

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During our first school year, the entire faculty of approximately 7 people worked closely together for decision-making. Our faculty from year one met with our newly hired and soon to be hired faculty for year two in an overnight planning retreat in June. Through a combination of experiential team-building activities and pedagogical/operational professional development, we jointly defined a need to establish a range of inquiry teams and workgroups to facilitate communication.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year 100% of the Bronx Collaborative High School faculty will participate in inquiry teams that explore student a wide range of student achievement through the lenses of curriculum, specialized learning needs, programming/scheduling, professional development etc.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
1. Faculty members form an interdisciplinary Grading and Assessment team that leads an analysis of student performance assessments at are school and engages in inter-rater analysis with other schools.	Student Work Inquiry	October-May	Select faculty
2. A special education inquiry team institutes weekly meetings to analyze the student work and performance data and make academic recommendations.	Student Work Inquiry	September-June	Select faculty
3. An inter-disciplinary team of faculty members will serve as a Curriculum Inquiry Team of “departmental coordinators” to analyze our curriculum options to ensure alignment that supports student performance.	Student Work Inquiry	August-June	Select faculty

<p>4. An inter-disciplinary team of faculty will serve as an ongoing Programming/Scheduling Action Research Inquiry Team to explore how “student choice” can contribute to student achievement. <i>In September 2014 Bronx Collaborative will launch semester long course structure and modified A/B block schedule is intended to:</i></p> <ul style="list-style-type: none"> • <i>increase student choice and engagement</i> • <i>offer twice as many opportunities for students to develop the skill-sets required to complete Mini-PBATs at year’s end</i> • <i>create a more conducive environment for inquiry based learning in our 90 minute block class sessions</i> <p><i>This inquiry team will take an ongoing exploration of the impact of these changes and will seek to develop resources and best practices around the sustainable long-term implementation of this student choice/college prep model.</i></p>	Student Work Inquiry	December-May	Select faculty
<p>5. A weekly school leadership steering committee will form with representation from the parent coordinator, UFT chapter leader, school social worker, administration, dean, founding teaching faculty, and school business manager.</p>	Student Work Inquiry	August-June	Select faculty and administrative leadership

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- **Human Resources:** Administration needs to collaborate with UFT school leadership and faculty members to develop an elaborated set of inquiry teams and workgroups, defining volunteer and per session activities.
- **Instructional Resources:** Our school Google drive web space needs to be altered to support a wide range of student work sharing, faculty workgroup/inquiry group sharing, and action minutes.
- **Schedule Adjustments:** Programming team needs to create a modified A/B block schedule

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X (anticipated)	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Our School Leadership Team has reviewed our budget at two points this year to ensure alignment. Our team reviewed the S/CEP goals at the start of the school year and has scheduled a second review of budgetary alignment to Comprehensive Education Plan goals during the December and January SLT meetings.

We have applied for a mini-grant available for PROSE schools to fund per session for faculty to conduct action research around implementing our new modified A/B block schedule.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our school leadership team will enact a formal review of our progress on all CEP goals at the February and March meetings and make recommendations to the school leadership as to monitoring successful completion of tasks and noting corrective action (as needed).

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|----|--|
| 1. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 3. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We have been conducting an ongoing research-based assessment of our social and emotional learning program through our ongoing collaboration with the Morningside Center for Teaching Social Responsibility. Through having a single curriculum developer assigned by the agency, we are able to engage in weekly review of our successes and challenges by scheduling her to meet with our school’s administration and select teaching faculty. In addition, our advisors offer general feedback directly to the SEL planning committee via our faculty meetings.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of the faculty will participate in a school-wide Social and Emotional Learning (SEL) school-wide program implementing a range of research-based programs to promote structured Advisory, holistic discipline, and restorative practices program.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
1. Organize 20-25 days of on-site curricular development support from the Morningside Center for Teaching Social Responsibility	Administration & Faculty	September-June	Dean; Principal; Morningside Center
2. Send five additional faculty members to the NYC Respect for All Circles training.	Faculty	September-November	Dean; Principal; Morningside Center
3. Continue our connection with the Smart Schools programs including connecting staff members like our parent coordinator with parallel people at similar programs.	Administration	October-November	Dean; Principal; Morningside Center

4. Offer multiple advisory community circle sessions each week offering students a blend of skills building and topical activities.	All faculty and students.	September-June	Dean; Principal; Morningside Center
5. Engage faculty in feedback and redesign sessions to make decisions about Morningside's custom-created curriculum.	All faculty	February-March	Assistant Principal; Steering Committee
6. Faculty develop a document showcasing the school's Social and Emotional School-wide Learning Plan v 3.0 to represent the systems reflecting the school's development and expansion.	School wide community	May-June	Assistant Principal; Steering Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: An educational consultant from the Morningside Center for Teaching Social Responsibility needs to be employed for consultancy to support this initiative.

Instructional Resources: *Be the Change* and *Heart of Hope* need to be purchased and shared with all faculty members as well as a range of web-based materials.

Schedule Adjustments- Time needs to be scheduled during the school day for all portions of the SEL activities with the exception of action 6 which will be developed in out of school time.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Our School Leadership Team has reviewed our budget at two points this year to ensure alignment. Our team reviewed the S/CEP goals at the start of the school year and has scheduled a second review of budgetary alignment to Comprehensive Education Plan goals during the December and January SLT meetings.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our school leadership team will enact a formal review of our progress on all CEP goals at the February and March meetings and make recommendations to the school leadership as to monitoring successful completion of tasks and noting corrective action (as needed).

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-2014 school year our parent leadership successfully organized a range of key operational and developmental activities from deciding that our school join the Title 1 School Wide Program option, to joining the PROSE option by staff vote; to selecting a principal through the C-30 process, to providing the permission that allowed over 80% of our student body to participate in school-wide expeditionary learning activities.

We have experienced tremendous attendance/participation challenges among our parent body. The parent leadership themselves have found it difficult to cross a threshold of significant attendance at general events and high direct response rates via the internet.

Based on these challenges, our school has worked on refining its data system to empower parents with greater levels of real-time access. In addition, based on parent leadership communication about the need for a parent liaison, we selected and hired a parent coordinator several weeks before the start of the school year to support expansion of parent outreach activities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During 2014-2015 academic year, Bronx Collaborative will engage at least 75% of the school families to participate in at least one co-sponsored event with the Parents’ Association that focuses on social and emotional learning or instructional achievement

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

1) Bronx Collaborative Advisors will develop and implement an effective student data tracking online system and share student performance details with parents.	All families at Bronx Collaborative	September-June	All Advisors Assistant Principal
2) Our Parent Coordinator will work with our SLT and Parents' Association to develop a comprehensive outreach plan including activities with mixed social and informational details.	All families at Bronx Collaborative	October-November	Principal Parent Coordinator
3) Our faculty will devote family engagement time to use Skedula to document each student's performance details in a manner in which parents can get real-time feedback on student performance.	All families at Bronx Collaborative	October-May	All Teachers Assistant Principal
4) Provide parents a range of mailed, emailed, and Facebook posted details about upcoming school events.	All families at Bronx Collaborative	Quarterly throughout school year	Parent Coordinator School Business Manager
5) Offer fall and spring Mini-PBAT (performance based assessment panels) in addition to 2 curriculum nights and 4 parent teacher conferences.	All families at Bronx Collaborative	Monthly throughout school year	Entire faculty
6) Our faculty will develop an internal method for using the student data tracking system to share details about student performance to support more effective Advisor communication with parents.	All families at Bronx Collaborative	December-February	All Teachers Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources- Provide all faculty training on our online student performance data tracking system.

Instructional Resources- Create a range of information documents to increase parents' awareness and understanding of the programs our school offers and of its assessment methods.

Schedule Adjustments- Work to provide Saturday and evening activity options for parents.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Our School Leadership Team has reviewed our budget at two points this year to ensure alignment. Our team reviewed the S/CEP goals at the start of the school year and has scheduled a second review of budgetary alignment to Comprehensive Education Plan goals during the December and January SLT meetings.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our school leadership team will enact a formal review of our progress on all CEP goals at the February and March meetings and make recommendations to the school leadership as to monitoring successful completion of tasks and noting corrective action (as needed).

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	A Promotional Review Committee (PRC) examines real-time Skedula data and teachers' progress reports to develop an ongoing list of students needing AIS support services.	We use a resource room-style coaching model in which a teacher supports a small group through their projects and homework moving from student to student and pointing out common themes or areas of struggle. The teacher re-teaches specific content that students are struggling with as needed.	Small-Group Tutoring	After-School
Mathematics	A Promotional Review Committee (PRC) examines real-time Skedula data and teachers' progress reports to develop an ongoing list of students needing AIS support services.	We use a resource room-style coaching model in which a teacher supports a small group through their projects and homework moving from student to student and pointing out common themes or areas of struggle. The teacher re-teaches specific content that students are struggling with as needed.	Small-Group Tutoring	After-School
Science	A Promotional Review Committee (PRC) examines real-time Skedula data and teachers' progress reports to develop an ongoing list of students needing AIS	We use a resource room-style coaching model in which a teacher supports a small group through their projects and homework moving from student to	Small-Group Tutoring	After-School

	support services.	student and pointing out common themes or areas of struggle. The teacher re-teaches specific content that students are struggling with as needed.		
Social Studies	A Promotional Review Committee (PRC) examines real-time Skedula data and teachers' progress reports to develop an ongoing list of students needing AIS support services.	We use a resource room-style coaching model in which a teacher supports a small group through their projects and homework moving from student to student and pointing out common themes or areas of struggle. The teacher re-teaches specific content that students are struggling with as needed.	Small-Group Tutoring	After-School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	In addition to a Promotional Review Committee (PRC) examines real-time Skedula data and teachers' progress reports to develop an ongoing list of students needing AIS support services. In addition, our faculty are asked to provide weekly feedback to the school social worker and administration regarding student referrals for support and at-risk need.	We using a clinical social work approach to providing these services.	Individual counseling and Small-Group Counseling	Regular School Day counseling and After-School services

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>Our school has developed a pipeline relationship with the education schools within Columbia University Teachers' College, New York University, and Lehman College. These relationships have been tremendously important to our successful recruitment and retention of highly-qualified teachers. In addition, we have a relationship with a cohort of performance-assessment schools city-wide who share resumes and information about talented former student teachers and teachers who are looking for new positions.</p> <p>To retain faculty, our school offers a wide range of teacher-leadership opportunities including a range of opportunities to present their best practices, to attend off-site professional development, and to routinely voice their beliefs about the direction of our school. Providing faculty and students a high level of "voice" has been a key to our 100% retention between year one and year two of the school.</p>

2b. 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).
<p>As discussed earlier in this CEP, our entire faculty participates in weekly professional development and inquiry activities through an SBO approved mega meeting each Monday. The professional development at our school is built around the performance-based assessment tasks (PBATs) refined by the New York Performance Standards Consortium over the last 20 years. Our curriculum team has mapped the PBAT Consortium standards to the Common Core State Standards and identified that the PD around the PBATs meets and exceeds the CCSS.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not applicable.

3b. 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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Not applicable.

Part 4: SWP Schools Only

4a. 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.).

Not Applicable

4b. 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 faculty is deeply committed to the high-quality use of multiple assessments. We are a portfolio-based school that was recently recognized by the New York State Board of Regents as being eligible to offer a Regents diploma on the basis of state-recognized Performance Based Assessment Tasks in replacement of the tests. We find this form of performance-based assessment as fair and supportive to all students and a diverse set of learning styles.

Throughout the school year we engage in professional development activities around the proper implementation and execution of our performance-based assessments—developing inter-rater reliability through participation in Moderation Studies with the other performance-assessment schools and through Looking at Student Work protocols within our own school.

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 (CEP) 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 (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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 # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹**Explanation/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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Bronx Collaborative High School (10X351) 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 the school. Bronx Collaborative High School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. Bronx Collaborative High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 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

Bronx Collaborative High School (10X351) School-Parent Compact

Bronx Collaborative High School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful

environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 351
School Name Bronx Collaborative 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 Brett Schneider	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Suleika Dotel	Guidance Counselor N/A
Teacher/Subject Area Gabriella Hernandez/ History	Parent Ana Padilla
Teacher/Subject Area Valerie Coleman/ Special Ed	Parent Coordinator N/A
Related Service Provider N/A	Other Tasha Eapen/Science
Network Leader(Only if working with the LAP team) N/A	Other N/A

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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	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)	99	Total number of ELLs	17	ELLs as share of total student population (%)	17.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	6

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

	ELLs by Subgroups									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	6	1	0	3	0	1	6	0	4	15
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	0	0	0	0	0	0	1

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	7	1	0	3	0	1	6	0	4	16
Number of ELLs who have an alternate placement paraprofessional: _____										

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										16				16
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	16	0	0	0	16

*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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	0	0	1								

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)										8				8
Advanced (A)										5				5
Total	0	17	0	0	0	17								

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- 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.
 Since we are a high school, in order to assess the early literacy skills of the English Language Learners we use the Language Assessment Battery Test (LAB R) in both English and if applicable Spanish. Students admitted before the start of the school year were administered a Math and an English Diagnostic to support their teachers in understanding previous skill levels in literacy and numeracy.

These tests give us insight into our ELL students English and for Spanish speaking ELL's their native language proficiency. The data given is used in order to guide teacher instruction and curriculum.

At Bronx Collaborative, we use Performance Based Assessment Tasks to support a robust evaluation of student learning. Within each course, on a quarterly basis students are given Interim Assessment projects that require a range of speaking, reading, and writing. Teachers use rubrics to assess students in each of these dimensions. Our students have currently completed one quarter of Interim Assessment projects. We are currently meeting on a weekly basis for a 9 week period running a Looking At Student Work (LASW) protocol with support from our CFN ELL, Special Education, and Instruction team members. We expect this process to help us further analyze the students' performance skills and develop additional scaffolding techniques to fully support the specific individual performance levels of our ELL students.

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

Since we are a new high school, we can only evaluate our proficiency levels across the ninth grade. Looking at the data, our number of Beginner and Advanced students added together is equal to our total number of Intermediate students-- who represent half of our ELL population. To support students across the proficiency levels, we have designed a classroom with differentiated supports-- adding an additional educator with ELL experience at the private collegiate level to work with our ELL specialist. This has allowed us to refine our ESL content within the TBE program to support students with a range of Speaking, Listening, and Writing abilities. Additionally, our project-based content and our focus on group work has allowed greater differentiation and allowed students to support each other.

The TBE program thereby focuses on provided our beginner ELL students with the foundational skills they needs in both English and Spanish while also providing a range of opportunities for Intermediate and Advanced students, engaging them in higher level challenges. For the students whose native language is Arabic, he receives foundational English skills through our English as a Second Language program in which classes are offered through content and stand alone ESL classes. :

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

At the moment we are not able to respond to this question since the NYSESLAT modalities scores were not released by New York state

4. For each program, answer the following:

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

A. At the moment we are not able to respond to this question since the NYSESLAT modalities scores were not released by New York state. : In addition, although we have graded students for their 1st quarter-- we do not believe enough data points are in their initial cycle project to authentically assess students' patterns.

Contrasting students' first cycle grades in English dominant vs. Spanish dominant courses, students' individual grades are consistently similar across all subjects.

B & C. We do not do the Periodic Assessments.

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](#).)

Since we are a high school we are not currently required to use the Response for Intervention framework. We do adapt principles of the RTI approach-- insuring that schoolwide interventions aimed at 85% of the student population around skills are paired with the more intensive supports for the 10% that need it, and a layered set of comprehensive interventions for the 5% that most need the support.

With our school, the school-wide intervention takes the form of introducing all students to a range of techniques aimed at supporting ELL and Special Education learners-- front loading, graphic organizers, increased wait time, multiple modalities for expressing ideas through writing/visual/presentation/etc.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to ensure that each student's second language development is considered in instructional decisions, Bronx Collaborative High School provides all staff with professional development in second language development theory and methods at the beginning of the school year. To help inform their instruction, data from the RLAT and RNMR are shared with the staff to inform them of student proficiency levels, SIFE designation and years of service. Most of the content classes are co-taught with an ESL trained teacher in order to ensure that ESL methodologies are used when delivering instruction. Our weekly Monday faculty meetings provide ample time to look at student work and share best practices for teaching ELL students.

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?

We do not currently offer a dual language program at Bronx Collaborative High School.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our Transitional Bilingual Program began in September 2013. As of yet, we do not have any annual or year-end data with which we can evaluate program effectiveness. Our courses are annualized and students are required to complete a portfolio of work. Too little of that portfolio has been completed as of the current data meaning the interim assessment data can not be extrapolated as a predictive.

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](#).)
When a new student arrives at the school, they are greeted by the School Business Manager, Juan Guzman Puerto, who is fluent with Spanish- the primary language of the vast majority of our ELL students to date. During student registration, he has the student's family complete Emergency Contact cards and distributes the Home Language Identification Survey. Mr. Guzman Puerto first works with parents/guardians to understand the program options available and supports families with a tour of the school and description of the program. To complete the HLIS, the families and the students are interviewed by either Gabriela Hernandez, our bilingual history teacher or Ms. Suleika Dotel our ESL teacher to help determine whether the student is eligible to take the LAB-R. When the Coordinator/designee does not speak the native language of the student and parent/guardian, and requires translation assistance we work with other staff member fluent in the native language, or use the DOE Translation and Interpretation Unit to conduct the oral interview for screening and HLIS administration. When applicable, Ms. Dotel, the ESL Coordinator administers the LAB-R within 10 days of enrollment to determine if the student is entitled to ESL services and if so, what is the appropriate placement. When the students' home language is identified as Spanish, they are also administered the Spanish LAB. The Coordinator or designee also organizes administration of the school's initial English language placement assessments for ELLs, during the summer for Incoming Freshman or after screening for HLIS & LAB-R eligibility.
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.
When students have been designated as eligible for ESL services they are presented with materials describing the three program choices. We then invite parents in for an orientation session, lead by our ESL teacher Suleika Dotel, to show the DOE video in the native language of the parent. Additionally, parents are familiarized with the three programs through the distribution of materials provided by the New York City Department of Education in the students' native languages if available. Bronx Collaborative offers a Freestanding ESL program and a Transitional Bilingual Education program. This is also explained at this time. During these orientations parents complete the parent choice survey. A copy is kept on file by the ELL coordinator.
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 [\[see tool kit\]](#).)

If students did not pass the LAB-R, entitlement letters notifying parents are sent home with students and mailed home. In addition, entitlement letters and continuation of services letters are sent out to parents by mail and sent home with their child, when results from the NYSESLAT arrive. Parent Survey and Program Selection letters are collected from parents during their initial orientation, and are kept on file in the students' cumulative folders. When necessary, Parent Survey and Program Selection letters are distributed and collected during school events. Our ESL Coordinator, Suleika Dotel, makes every effort to have a one to one meeting with the parent/guardian in their native language and with translated materials provided by the DOE, to ensure that they are aware of program choices and complete a Parent Survey fully. Upon distribution, copies of all forms and letters are kept in the

students' cumulative folders and on file with the ESL coordinator. When necessary, our ELL coordinator calls parents to introduce the form and lets them know that they must be completed and returned to the school. Once collected, these are kept on file by the ELL 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.
Parent Survey and Program Selection forms are collected by the ESL Coordinator/designee. The ESL Coordinator/designee provides an orientation to the DOE's programs for ELL during orientation. This includes a viewing of the Parent Orientation Video and the ELL Parent brochure in the native language, when available in the native language at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>, or with translation assistance when materials in the native language are unavailable from the DOE. Completed Parent Survey and Program Selection forms are collected and filed by the ESL Coordinator/designee for all students eligible for the LAB-R in the academic year. The criteria for placement in a bilingual or ESL instructional program is based on parent choice, according to the Survey and Program Selection forms, and the students' English proficiency level determined from the LAB-R. Once of a student is determined to be eligible for ESL services, entitlement letters are sent home to the parents. Copies of these letters are kept on file with the ELL Coordinator and in the students' cumulative folders. If a parent chooses a dual language program, we will contact the Office of ELLS via their email address (ELLProgramTransfers@schools.nyc.gov) and attempt to find an alternative placement.
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.
Ms. Dotel, the ESL coordinator, organizes the administration of the NYSESLAT examination in the spring. She verifies eligibility for the exam based on the data from the RLER report on ATS. She communicates this information to teachers via a calendar which details what students are going to be tested and on which dates they will be receiveing each part of the NYSESLAT. Students are pulled out by the Ms. Dotel and are admistered the speaking section of the NYSESLAT. The listening, reading, and writing each of designated days in which all students are tested. All testing information (test, answer sheets, etc) is stored in a secured facility until the day of the test and in order to ensure the tests integrity.
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. 
Our ELL Coordinator, Ms. Dotel, regularly monitors parent choice. At Bronx Collaborative High School we provide our students with both a ESL and Transitional Bilingual Education program. Due to the fact that we have a significant native language Spanish group, trends indicate a sizeable parent enrollment choice for a transitional bilingual program at the school. This year, the parent of our Arabic student elected for him to participate in a stand alone ESL program at our school. Being that we offer both programs we are aligned to parent program choice. If parents were to choose a dual language program, the ESL Coordinator/designee or school administration would work with Borough enrollment to support families exploration of a placement that meets their childrens' needs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A & B, All students in our ELL program are assigned to the maximum required amount of programmatic support, with 11 periods of ESL support services. For all of our TBE students, this is in addition to their Native Language Spanish course and their bilingual History Course. In addition, we have hired a teacher experienced with ELL collegiate and adult populations who is licensed in Science. She teaches the Science course with a Special Education specialist in the room, and she also serves as a second teacher in the room for our Math course. As a result of pairing every core period with a second teacher specializing in the content or special education, we have achieved a Collaborative Team Teaching-style approach in our ELL program providing students with additional learning supports.

This design ensures students at all levels receive the New York State-mandated ESL/ELA allotted instruction time mandated for Beginners and allows for greater differentiation within the classroom.

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 ninth ELLs students in the stand alone ESL program take two 48-minute courses in English as a Second Language, five days per week, with licensed ESL teachers and an additional 11th period of ELL supports. This amounts to over 528 minutes per week of ESL instruction, which exceeds the weekly mandated number of minutes for Advanced and Intermediate ELL by CR Part 154.

Students who receive instruction using the TBE model also receive all of their mandated minutes according to CR part 154. All students in the TBE program receive two 48-minute English as a Second Language daily, given five days per week for a total of 480 minutes, with a licensed ESL teacher and a content-English specialist. One period delivers the school-wide English content curriculum with the content specialist team-teaching while the other period provides targeted and contextualized ESL support for the project based curriculum. In addition, an 11th period of ESL targeted to science/math and technical communication is included for all students in the TBE program. Additionally, our ELA content area teacher provides content study through ESL methodologies and materials specifically designed for ELL. Students receive global history classes in their native language. In addition, students in the TBE model receive 48-minute Spanish for Native Speakers four periods a week. ELL's in the this model also receive language support through a stand alone advisory support class which meets for 15 minutes, 5 days a week with a licensed Spanish-speaking ESL teacher to provide an additional 45 minutes of ESL and native language instruction. These courses are aligned to State ESL, ELA, and Social Studies standards. The courses focus on the development of the listening, speaking, reading and writing skills in English language while addressing literature (both fiction and nonfiction) and literacy.

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

The Transitional Bilingual program delivers content area instruction in Spanish and English for history and native language arts. Since the mix of students in the class is heterogenous, the percentage of native language delivery began around 80% to support all students needs. The teachers are focused on making the change to transition levels as quickly as possible. On a daily basis, the group work in our instructional model supports students in preparing for transitional changes at a quicker pace. The Transitional Bilingual classes teach students English language as well as Native language proficiency through content with teachers adapting their instruction to ensure students comprehension. Teachers use content lessons to convey vocabulary and language structure in both languages. Teachers in science, math, ELA and history include a variety of practices to differentiate and provide students entry points into our Common Core aligned curriculum, such as the use of graphic organizers, brainstorming, literacy circles, interactive

bulletin boards, vocabulary building, dual language textbooks, visuals, dual language presentations and translations. In the Freestanding ESL program students are taught their core subjects in English and receive ESL instruction utilizing the same practices.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are appropriately evaluated in their Native Language through informal and formal oral assessments by the ESL or bilingual content teachers and the students' aggregate quarterly interim assessment performance-based assessment tasks. These task are designed to assess all four modalities in the students' native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in their English acquisition by their ESL, English content, and bilingual content teachers through aggregate quarterly interim assessment performance based assessment tasks that embed all four modalities into the range of portfolio activities.
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).

To support SIFE and the widest range of ELL needs across years of service and proficiency levels, we use a series of school-wide interventions as part of our core pedagogical strategies which include:

There are several components which are essential to the success of our program:

Our classrooms make heavy use of technology- SmartBoards, laptops, and iPads, enabling students with ELL needs to participate in a range of video, audio, and textual activities that support their greater language acquisition and self-expression.

The technology also supports a range of front-loading opportunities

The technology provides students with the ability to engage in low-stakes verbal, written, and visual (video) self expression on a regular basis creating greater comfort and experience with English-language communication.

Our ESL courses mirror the project-based curriculum of all other sections of our English curriculum which applies real-world problem solving to motivate and challenge students.

Our Advisory sessions twice per week provide ELL students with the opportunity to develop their communications skills by addressing social studies issues with an eye toward the social and emotional impact of these issues-- bullying, AIDS, police brutality, etc.

Our courses in all subjects provide students with regular opportunities to speak publically, make video documentary footage and persuasive commercials, and interview. These projects help our ELL students advance their skills.

All students benefit from the Advisory structure and the school's commitment to technology and social and emotional learning.

a. Sife students are initially evaluated to determine both their language proficiency as well as their skill level. These findings will determine the level of classes and the academic intervention support necessary to supplement their classes. Within the classes, teachers will differentiate to take into account the lower skill levels as well as their language development. Our SIFE student receives extra support through the Advisory Structure.

b. ELLs in the country for less than three years will receive placement testing to determine specific ESL class levels as well as skill level assessments in both languages. The data will be used to create programming, classes and curriculum to support their education.

c. ELLs who have received services for four to six years will be monitored to determine if their language acquisition is at the expected rate of progress. Furthermore, in order to properly instruct these students, a determination is made by the administration, guidance counselors and educators as to whether their proficiency is merely a surface conversational proficiency - they have basic interpersonal communication skills (BICS) whereby students respond to contextual or paralinguistic cues, or cognitive language academic proficiency (CALP). If it is a surface conversational proficiency then further testing will be necessary to determine if the delay in language acquisition is due to other factors such as the inability of the student to respond to higher cognitive demands such as writing or intellectual discussions. If the delay is skill based and not language based then theses students will be targeted for AIS in all content areas. If the delay is language, then more exposure to the English language is built into the students program.

d. The plan for the long term ELL is to further test the reason they have not attained English Language Proficiency. They will be tested in both languages to determine skill levels as well as intense ESL instruction in the summer and on Saturdays. The ESL instruction will be differentiated to focus on strengthening cognitive skills as well as linguistic abilities in both languages.

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?

As described above, we utilize a team-teaching model throughout the core curriculum to ensure that SWD and general education students in the ELL TBE section are receiving maximum support for both academic content growth and English language

development. Our secondary specialists add a range of ELL and subject-content skills within the course and enhance the group-work activities that are central to our instructional model of problem-based learning, technology, and social/emotional learning. Instructional strategies include previewing target text, teacher modeling of oral reading, oral reading prompts, visual, spatial displays, text look back strategy, story mapping, context clue skill training, and story retelling, rubric assessments, brainstorming, prewriting and drafting.

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?

Currently, all ESL-SWDs are provided supports through an ICT model. Most core content-area classes for both our monolingual and TBE groups have two teachers to support student learning and to help SWDs reach the goals on their IEPs. This creates a least-restrictive environment which enables us to maximize the time these students have to interact and work collaboratively with their non-disabled peers.

As mentioned earlier, computer software in literacy and multimedia technologies have been very useful, especially in working with SWDs. Our extensive use of video and audio projects-- utilizing editing software helps provide the rare kinesthetic and tactile experiences, which provides additional modes of expression and engagement for SWDs.

Not only are students able to work at their level on the reading assignments, there is an added level of engagement as they are interacting with the computer. We have a variety of classroom texts. Teachers customize text packages for each class like college "readers" do-- teaching the course through personally selected texts and teacher created handouts.

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:	Spanish			
Social Studies:	Spanish			
Math:				
Science:				
Advisory	Spanish			

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

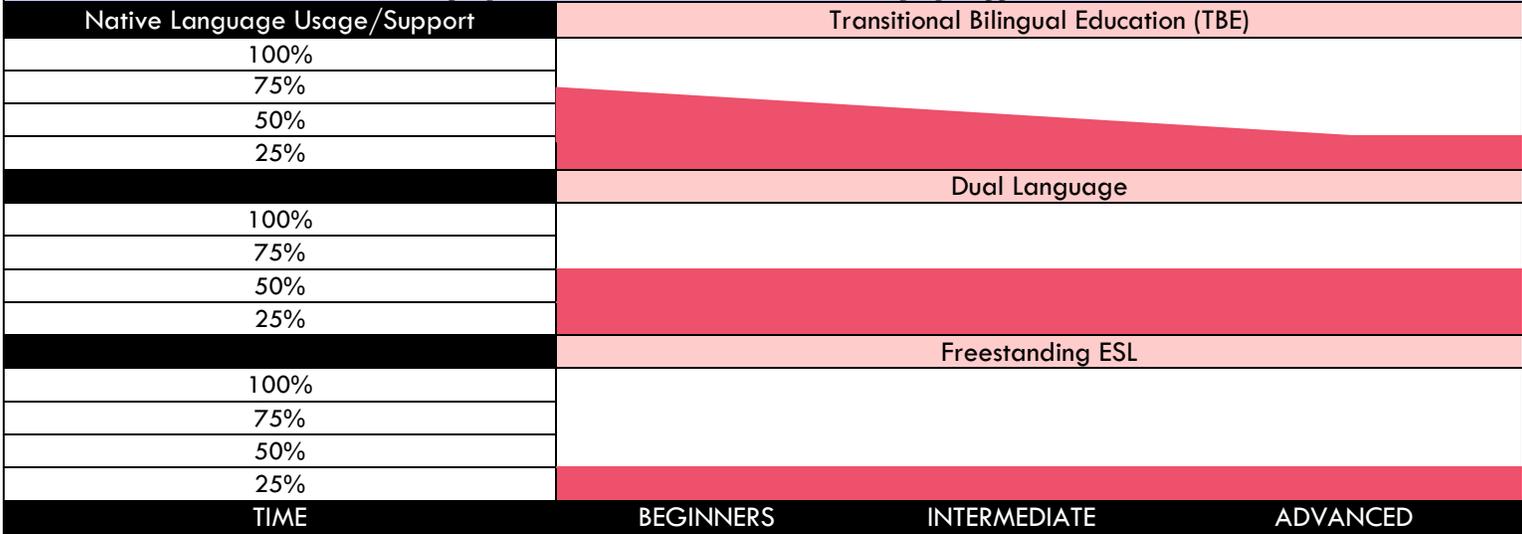
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Targeted intervention programs for ELLs in ELA, math, and other content areas include: ESL push-in and/or pull-out as needed, flexible groupings, and Saturday school and after school tutoring. All of our school's intervention services are offered in both English and Spanish. Our intervention programs are available for ELLs struggling to pass their classes and/or acquire English at the expected rate of progress.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program.
11. What new programs or improvements will be considered for the upcoming school year?
- We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program in order to access new programs for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- We are a new high school in its first year of operation and are not yet able to evaluate the effectiveness of our current program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELL program at Bronx Collaborative High School allows ELLs equal access to the same curriculum as English-proficient students. Content teachers work together on lessons, projects and assessments to ensure that ELLs are receiving the same materials and information as their native English speaking peers. This equality has been achieved largely because of emphasis on teacher collaboration, which is a consistent and high-quality feature of this program. ELLs are encouraged to attend both after school tutoring and curriculum at other times. ELLs also participate fully in clubs and sports that are offered both at the Clinton campus. In fact, our curriculum has supported students so effectively, that our student government president is a member of the ELL TBE section who was able to be supported through the course project that was used to form student government.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is a big part of Bronx Collaborative High School Each room is equipped with a dual-touch SmartBoard that allows teachers to show video, engage students with on-board writing, and to showcase their presentations. In addition, it supports the use of audio presentations or audio accompanying textual elements.
- Our subject courses focus students on developing a range of technology skills. Students learn skills to operate the Microsoft Office Suite (Word, Excel, Powerpoint) along with iMovie as a cornerstone to many of the subject-courses' multimedia requirements.
- We use a variety of levels of ESL textbooks and workbooks that focus on the four language skills. In the content areas we have purchased texts to supplement the curricula that are written at various literacy levels. To facilitate our push for more independent reading we have added more high interest books for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects. We have bilingual translation dictionaries in all the native languages of our students and have ample supplies of Regents content glossaries in all languages.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in Spanish is provided through a well-planned TBE program. Assessment and data driven instruction is planned collaboratively by NLA teachers and content teachers. Although we have a general four year plan guide for development, students are ultimately programmed and progress based on teacher feedback. Bilingual dictionaries, glossaries, native-language texts (when available) and computers are accessible to students to help support the students in both TBE and ESL.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Currently, we service only ninth grade ELLs. Services and resources correspond to ELLs as needed regardless of ages and grade levels; students are provided with a combination of push-in and pull-out ESL and TBE support that provides us with the flexibility to meet their specific needs.
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.
- Newly enrolled ELLs who arrive before the beginning of the school year participate in the annual individual orientation- a two hour intake session. These sessions and materials are provided in native language for both students and parents. A multi-day Bridge from Summer event was held to further held before school started to provide students an opportunity to learn school values and our

model for learning.

Students who enroll at the beginning of the school year receive an equivalent orientation by meeting with individual members of the faculty and support staff. Our social work interns continue to monitor students' process of adjustment to the school and to the country. Classroom teachers are the key to observing students as they acclimate. With our weekly departmental conferences, in all content areas we are able to discuss these students individually and monitor their adjustments. Finally, we all communicate with the parent or guardian of these newly enrolled students.

18. What language electives are offered to ELLs?

Students are taught Native Language Spanish.

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)?

We do not offer a Dual Language Program at Bronx Collaborative.

C. Professional Development and Support for School Staff

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

1. All staff at Bronx Collaborative participate in weekly Monday professional development sessions for two hours . Since ELLs make up nearly 20% of the school, our sessions will deal with issues specific to this population. Topics include: student-level data analysis, creating of cognitive scaffolding, project-based assessment for ELLs, strategies for modifying whole-class assignments, introducing textbook strategies for content-area classes, and development of language skills across the disciplines through interdisciplinary projects.

We approach these skills in the context of Looking at Student Work (LASW) protocols.

This year, teachers will be trained on how to create projects aligned to both Common Core State Standards and the State learning standards which incorporate academic language and assessment rubrics. Our work is focused by Fred Newman's research

2. All staff at Bronx Collaborative High School, including those who are involved with ELLs, are encouraged and given opportunities to seek Professional Development pertinent to the Common Core Learning Standards outside of what is already offered within our weekly PD sessions. Thus far, our Math teacher, ELA, Science, History, Spanish, ESL teachers, and Special Education teacher have all participated in off site Professional Development training concerning Common Core Learning Standards. These PD sessions have been mostly offered by the New York Performance Standards Consortium.

These off site trainings on how to implement the Consortium standards, a predecessor that provides parallel CCLS standards, and supports a practice-based understanding to support our ELL students. These PD activities will continue to be made available throughout the year and teachers who attend such trainings are then to turn key all relevant information to the rest of the staff members during our weekly PD sessions. It must also be reiterated that all staff members are mandated to attend a weekly 120-minute training with our administrators and outside support systems in order to update our understanding and implementation of the Common Core Learning Standards.

3. All pedagogical staff at Bronx Collaborative High School in the TBE program have a second teacher in the room in order to provide advanced support to students during content courses.

To support the faculty and staff in best understanding ELL students' transition to high school, we provide a range of interactions through which ELL students can share their social and emotional needs and give voice to their educational challenges-- these include our Advisory course and a Bridge from Summer 2-day event preceding the start of the school year.

4. All staff have completed and exceeded the 7.5 minimum ELL training hours. Our transitional bilingual program and the ESL teachers continue to participate in professional development offered by the NYCDOE, New Visions and other organizations focused on ELL methodology and support. Therefore, their pedagogical strategies remain current and effective. Records are maintained by the school payroll secretary and copies of Agendas from PD meetings as well as certificates of completion at training programs/workshops are kept in each teacher's personnel file at the school.

D. Parental Involvement

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

1. All staff at Bronx Collaborative High School are asked to maintain an open communication with the parents of our ELLs either via telephone, email, or face to face meetings. In addition, all parents received an initial package of welcome in English and Spanish from all teachers of our school informing them of rules, expectations, and contact information for all staff members. Also, parents have unlimited access to a school-wide used grading and communications software (Jumprope) in order to encourage a deeper involvement with their students' education. Furthermore, our school has successfully begun a Parent-Teacher Organization that includes parents of our ELLs as active members.

In these meetings, bilingual staff members and a bilingual SLT member are always present in order to provide translation assistance and to encourage ELLs' parents to be more involved and communicative. Also, as a staff, Bronx Collaborative has agreed to host a variety of activities that are geared towards the involvement of ELL parents. Such activities as family potluck parties with childcare to celebrate relevant holidays (Thanksgiving, Christmas).

2. Since we are a new school in its first year, we are actively working towards building partnerships with different agencies and Community Based Organizations in the area.

3. As a new school, we are beginning a PTA which we will use as a vehicle for parent feedback and change. Feedback from these meetings, as well as the School Leadership Team meetings, will inform us of the needs of parents. We also hold academic and disciplinary meetings with parents frequently. These one to one meetings allow parents of at risk students to give their feedback of school policies and decision making.

After noticing parents struggling to attend initial parents' meetings, our PTA and SLT have divided up the school's Advisories by identifying five Advisory parents to personally call between 15-25 parents each. These more personalized phone calls include matching bilingual parents to the bilingual or Spanish-dominant parents. From these phone calls, parents are organizing several social events at which we expect to have more significant face-to-face time to learn about parents' needs directly.

4. Parent meetings ensure that parents have all information they need about ELL programs, graduation requirements and the progress of their individual child. Also, cultural activities such as the international dinner encourage involvement and facilitate the feeling of being welcome in their child's school. A member of our bilingual staff is always present to provide translation assistance to the parents. In addition, materials are translated in both English and Spanish when necessary.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronx Collaborative High School

School DBN: 10X351

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brett Schneider	Principal		1/1/01
N/A	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Suleika Dotel	ESL Teacher		1/1/01
Ana Padilla	Parent		1/1/01
Gabriela Hernandez	Teacher/Subject Area		1/1/01
Tasha Eapen	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
N/A	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01