

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

**DBN: (i.e. 01M001):**

**08X432**

**School Name:**

**BRONX BRIDGES HIGH SCHOOL**

**Principal:**

**NELSIE CASTILLO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 8x432  
School Type: Public/Comprehensive Grades Served: 9-12  
School Address: 1980 Lafayette Avenue. Bronx, New York  
Phone Number: 718- 829-2984 Fax: 718-829-2987  
School Contact Person: Nelsie Castillo Email Address: ncastillo@schools.nyc.gov  
Principal: Nelsie Castillo  
UFT Chapter Leader: Jason Locke  
Parents' Association President: Freddy Calle  
SLT Chairperson: Joselina Sanchez  
Student Representative(s): Fermin Gonzalez and Mehsum Shah

**District Information**

District: 8 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Room 841 Bronx NY 10458  
Superintendent's Email Address: cstaple@schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 603 Network Leader: Lawrence Pendergast

## 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:

- 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\*.
- 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.\*\*
- 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)
Nelsie Castillo	*Principal or Designee	
Jason Locke	*UFT Chapter Leader or Designee	
Freddy Calle	*PA/PTA President or Designated Co-President	
Joselina Sanchez	DC 37 Representative, if applicable	
Fermin Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Raymond Quinones	CBO Representative, if applicable	
Rajendra Jailall-Jimenez	Member/ AP	
Ysela Pena	Parent/PTA Recording Secretary	
Mehsum Shah	Student/	
Gladys Encarnacion	Parent/ PTA Co-president	
Lilian Marrero	Parent Coordinator/	
Lydia Ortiz	PTA Treasurer/	
	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.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> 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.

Bronx Bridges High School is Title-I school co-located with seven other academic programs on the Stevenson High School campus at 1980 Lafayette Avenue in the Bronx. Our school serves students in grades nine through twelve, and our current enrollment consists of 332 students. It is our mission to build a small community where every student is known personally and supported in achieving their intellectual, linguistic, and social-emotional potential. Teachers and staff work closely with students to help them achieve their academic goals and explore their interests and passions. Our community is designed to meet the needs of English Language Learners while honoring the values and contributions of all members of our community – students, parents, school faculty and staff, educational partners, and the local community. Our students' cultural and linguistic backgrounds are an integral part of our academic work. We are committed to assisting students in maintaining the richness of their personal histories and providing them with a sense of their place in the greater community. We provide an academically rigorous and intellectually challenging experience to ensure all students are in a position to positively impact their community and access opportunities in the broader society.

To ensure the success of our mission, we have fostered several partnerships. For example, we partnered with Ramapo for children and Good Shepard Services to support the social and emotional development of our students. Additionally, we are working with Sadie Nash which focuses on leadership development, medical and emotional wellness as well as college and career readiness. Finally, we are also working with Hostos Community College Liberty Partnership Program to assist students in sharpening their academic skills while also offering enrichment courses in the pursuit of careers in computers, health, math and science.

The strengths of our school consist of our diversity and our commitment to ensuring our students are college and career ready. Accordingly, based on the 2013-14 NYC School Survey we also have strong school cultures, as evidenced by 85% of students that responded as such. Additionally, based on the most recent 2013-14 NYC Quality Review we are in "Good Standing" and making the necessary adjustments to address all recommendations: developing teacher teams use of an inquiry approach to improve classroom practices, and providing research-based, effective instruction that yields high quality student work. One of three challenges we are currently addressing entails maintaining our strong attendance; based on the most recent 2013-14 NYC School Quality Guide, our attendance rating was at 85%. Another challenge encompasses ensuring our students earn ten credits or more during their first year at Bronx Bridges, and a final challenge is ensuring that more than 63% of our students graduate with a Regents diploma.

For the 2014-2015 academic years, we have two instructional foci: using intention grouping to support diverse learners and the development of meaningful tasks to ensure rigor is infused throughout each unit of study. The area in which we have made the most growth consist of developing teachers teams (i.e., professional learning communities) that are inquiry driven. Additionally, we have aligned our professional development plan (i.e., Sheltered Instructional Observation Protocol and Metamorphosis) to our instructional focus.

## 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.

Bronx Bridges High School, a school in good standing with NYSED, underwent a NYC Quality Review in late 2013. Findings from this review revealed that the school was well developed in its capacity to align assessments to curricula and use on-going assessment and grading practices. Specifically, the school implements a variety of assessments that provide a clear picture of student needs and yields curricular and instructional adjustments. The report also detailed the school’s rigorous, engaging and coherent curricula aligned to the CCLS as an area of celebration. The school is currently meeting its target with regard to student achievement and closing the achieving gap, as detailed on the 2013-14 NYC School Quality Guide.

The 2013-14 Quality Review found that there is a need to improve teacher pedagogy, particularly with regard to using instructional practices to consistently reflect purposeful grouping that maximizes student learning. This finding has led the school to develop an instructional focus around strategic use of purposeful grouping and meaningful tasks to help students develop their reading, writing, speaking, and listening skills. The 2013-14 NYC School Quality Guide revealed that a need area for Bronx Bridges is performance of students on the math and ELA Regents exams, in which overall performance has dropped in the last two years versus its peer group.

The priority needs that are addressed in the goal and the action plan are the need for teachers to improve pedagogy through the use of grouping and the need to improve math and ELA Regents scores.

### 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.

During the 2014-15 school year, teacher teams will work together to embed intentional grouping and design meaningful tasks aligned to the CCLS to ensure a rigorous and coherent curricula so that there will be a 5% increase in the number of students passing the ELA and Math Regents exams.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			

1. One-on-one SIOP coaching focusing on intentional grouping and meaningful tasks will be provided to lead teachers: Year Long Collaborative, Flexible and Individual SIOP training for teachers.	One lead teacher/PLC leader in each content area and another member from each PLC	September through March 2015	SIOP Coach; Administration and Teachers
2. Metamorphosis one-on-one coaching for Math PLC around student-to-student discussion: One 12 session Cycle of Metamorphosis Training for all teachers in the Math PLC.	All teachers in the Math PLC	October through February	Metamorphosis coach; Administration and Teachers
3. Instructional Rounds utilizing the Danielson Rubric supported by the talent coach where teachers will have the opportunity to engage in intervisitations with the goal of applying the rubric for their own learning.	All Teachers	October January March 2015	Administration and Teachers
4. Teachers will engage in collaborative, flexible and individual professional development sessions to identify best ESL practices to intentionally group students for the purpose of increasing student engagement and participation. These sessions will take place on site and off site.	All teachers	September through March 2015	Administration and Teachers

#### **Part 4 – Resources Needed**

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

- SIOP one-one-one coaching: SIG rant allocations for the 2013-2014
  - 12 one-one-one coaching session fall semester
  - 4 whole day PD workshops
- Pre-service and its Continuation for Professional Development
  - 10 teachers x 15 hours
- Metamorphosis for the fall of 2013-2014
  - No cost to the School
  - Additional planning time: 5 math teachers x 30 hours
- Weekly Professional Development
  - No cost to the school
- Common Assessment Per Session Posting
  - 5 teachers x 5 hours x 1 week

#### **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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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#### **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.

- By February 2015, 65% of teachers will have implemented intentional grouping in their classrooms as a means of instruction as evidenced by teacher observation data collection.
- By February 2015, interim assessment analysis will reveal a 2.5% increase in the number of students on track to pass the ELA and Algebra Regents exams among students as compared to last year Regents results.

**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 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

- |    |   |
|----|---|
| 3. | 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). |
| 4. | 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.  |

One strength of the school relates to parent and student satisfaction with school programs and structures. The 2013-2014 School Survey Report reveals that Bronx Bridges High School has successfully crafted an instructional core of which parents approve; based on the 2013-14 NYC School Survey, 90% were satisfied with the instructional programs that the school offers. In addition, over 85% of parents are satisfied with the structures for improvement. Similarly, 88% of students were satisfied with the instructional practices of the school. After four years at Bronx Bridges High School, 66% of students graduated after having accumulated enough credits and passing NYS Regents, according to the 2013-14 NYC School Quality Guide.

Another strength of the school pertains to a respectful culture. The 2013-14 NYC School Survey reveals 82% of students felt most adults treat all students with respect, while 67% of students believed most students treat adults with respect. In addition, 83% of students felt cared for by adults in the school, 81% of students felt safe outside of the classroom and within the building, and 77% of students felt safe on school property outside the school building.

One area for improvement, as identified on the School Quality Guide, concerns credit accumulation. There is a decline in credit accumulation among the new cohort of 9<sup>th</sup> graders as compared to previous years. In 2014, 81% of 9<sup>th</sup> graders earned 10+ credits, whereas in 2013, 85% of 9<sup>th</sup> graders earned 10+ credits; and in 2012, 90% of 9<sup>th</sup> graders earned 10+ credits. Additionally, the percent of students who earn 10+ credits decreases in subsequent years for the cohort of students. For example, in 2012, the percentage of 9<sup>th</sup> grade students earning 10+ credits was 90%, that same cohort, 85% of 10<sup>th</sup> grade students earned 10+ credits in 2013.

The priority needs addressed in the goal and the action plan align to the need in creating an environment that will nurture the social and academic development of all students in order to maintain at least 86% of students earning 10+ credits annually, within 4 years.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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During the 2014-15 school year, Bronx Bridges will promote a positive vision for socio-emotional development in students that will result in a healthier, safer, and more engaging environment for students, their families, and teachers, leading to a 5% increase in 9 <sup>th</sup> grade students earning 10+ credits for the school year.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities,			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>In partnership with Ramapo for Children, teachers will receive one-on-one coaching around conferencing with students, and best practices in communicating with students to increase student investment in the high expectations of the school.</p>	<p>1<sup>st</sup> year teachers and teachers with ratings of developing or below within Domain 2.</p>	<p>October 2014 – May 2015</p>	<p>A.P., Youth Development Director, Ramapo coaches, Counselors</p>
<p>In Family Group advisory structures, students will engage in goal-setting and academic reflections with adult mentors and their peers at the end of every unit.</p> <p>Good Shepard will provide Transition to High School support to 9<sup>th</sup> grade students via one-one-one academic counseling.</p> <p>In an effort to develop closer relationships between students and parents and members of the Youth Development office, the YD team will make personalized phone calls to discuss interventions and supports with families.</p>	<p>Family Group: All students</p> <p>Transition Program: 9<sup>th</sup> graders</p> <p>Promotion in doubt 9<sup>th</sup> grade students</p>	<p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p>	<p>Teachers, A.P., Guidance Counselors, Family Group Advisors</p> <p>Mental health counselor, transition to high school support staff, Dean of culture</p> <p>Mental health counselor, transition to high school support staff, Dean of culture</p>
<p>In an effort to increase parental involvement, PTA meetings will be held monthly, in conjunction with celebrations of student achievement, to increase parent involvement. Increased communication via monthly letters, calendars, and phone calls to inform parents of the activities taking place at school.</p>	<p>Parents</p>	<p>Monthly meetings and workshops</p>	<p>Parent Coordinator, Youth Development Team</p>
<p>Teachers will develop promotion-in-doubt summative assessments (projects and multi-level tasks) for students who are at risk of failing their courses for the semester. Students will complete such projects with the goal of gaining content and language skills necessary to fulfill the course requirement.</p>	<p>Students who have failed the first two marking periods, specifically focusing on the 9<sup>th</sup> grade cohort.</p>	<p>January 15 - January 20, 2015 and June</p>	<p>Ramapo, Family Group Advisor, Transition to High School Program Coordinator</p>

**Part 4 – Resources Needed**

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

- Ramapo One-on-One Coaching
  - 24 days of one-one-one coaching
- Good Shepherd
  - Non-contractual services
- Guidance Team
  - Two counselors
- Community Coordinator
  - One community coordinator

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**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:

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

- By February 2015, credit accumulation reports will reveal a 2.5% increase in the number of students on track to earn 10+ credits by the end of the SY.
- By February 2015, 65% of students who are promotion in doubt in their respective courses will have completed PID projects.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. 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 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

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|-----|---|
| 13. | 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). |
| 14. | 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.  |

As noted in the 2013-14 NYC Quality Review, the school is proficient in establishing structured professional collaborations within teams in which every staff member is a member in at least one Professional Learning Community (PLC), which promotes shared leadership and focuses on improved student learning. Within the content PLCs, teachers meet weekly, following a 6-week cycle to mirror the 6-week assessment cycle, to plan and strengthen the vertical alignment of curricula. From the 2013-14 NYC School Survey, 100% of teachers feel they have time to collaborate with other teachers and have time to work together on teams to improve their instructional practice.

However, also noted in the 2013-2014 School Survey, 43% of teachers reported having professional development experiences that provide content support within the subject area they teach. Additionally, based on the Quality Review, the school needs to refine the process of how teacher teams evaluate student work and adjust their practices to implement instruction that accelerates learning for specific subgroups that are within the English language learner population.

There is a commitment to align curricula to the CCLS and improve vertical alignment, and the integration of ESL strategies in daily lessons will enhance and accelerate English Language Learner acquisition of rigorous curriculum. Increased opportunities for teachers to engage in grade team inquiry meetings will also elevate improvement within classrooms. Working to make these two improvements is our priority for this Capacity Framework Element.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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During the 2014-15 school year, teacher teams will collaborate and receive professional development to identify, share, and integrate into daily lessons plans instructional best practices and strategies that support language development of ELLs, leading to an increase in the number of students passing the NYSESLAT exam by 5%.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

Teachers will engage in multiple professional development opportunities, offered by SIOP and the NYC Office of English Language Learners. The SIOP-led PD will be on-site and will introduce teachers to multiple ELL strategies that they can use in different content areas. The PD led by the Office of English Language Learners will take place off-site and will provide teachers with instructional strategies for ELLs, and attending teachers will turnkey information to other teachers during weekly school PD and within their PLCs.	1-2 Teachers from every PLC	Weekly September 2014 – March 2015	Administration
School will establish Grade Team meetings that will allow teachers who teach the same students opportunities to conduct inquiry around identifying subgroups of students within ELL population (overage, truant, under-credited).	9-12 Teachers	January 2015 – June 2015	School Programmer, Administration, Teachers
School will implement a classroom Intervisitation program during which teachers will have the opportunity to build their own capacity by learning and providing feedback to their colleagues during informal classroom visits and instructional rounds supported by the Superintendent’s Talent Coach.	PLC leaders and one teacher from their PLC	September 2014-June 2015	Teachers; Administration
Through regular observation cycles, school leaders will provide increased feedback and coaching to teachers pertaining to scaffolding and making the curriculum accessible to ELLs.	All teachers	September 2014-June 2015	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• PLC Meetings</li> <li>• Google Docs</li> <li>• Curriculum and instruction meetings Tax Levy <ul style="list-style-type: none"> <li>○ 6 teachers x 2 times a month x 10 months</li> </ul> </li> <li>• SIOP PD from SIG Grant <ul style="list-style-type: none"> <li>○ 3 whole days PD workshops</li> </ul> </li> <li>• Office of English Language Learners PD <ul style="list-style-type: none"> <li>○ No cost to the school</li> </ul> </li> </ul>

**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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
•									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p> <p>By February 2015, all PLCs will have identified 2-3 ESL strategies to integrate across content specific curricula and 50% of teachers will be implementing them in their classrooms as evidenced through observations.</p>
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By February 2015, all teachers will be able to identify and implement 2-3 SIOP strategies to increase reading, writing, speaking and listening skills among students.

<b>Part 6b. Complete in February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	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

- |     |  |
|-----|--|
| 23. | 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). |
| 24. | 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.   |

Bronx Bridges High School, a school in good standing with NYSED, underwent a NYC Quality Review in late 2013. Findings from this review identified that the school was developing in its capacity to cultivate a coherent set of beliefs about how students learn best. Findings indicate the need to enhance instructional practices to consistently reflect purposeful grouping that maximized student learning and pacing that allows time for teachers to measure students’ mastery of each learning objective. The school is presently “meeting targets” for student achievement as indicated in the 2013-14 NYC School Quality Guide.

Based on the 2013-2014 New York School Survey, students believe that the school offers a wide enough variety of programs, classes, and activities to keep students interested in school. Additionally, this is further supported by the 2013-14 NYC School Quality Guide in that we are “approaching target” for student progress.

The focus area for this Capacity Framework Element is to support teachers in developing a coherent set of beliefs about how students learn best while also offer more targeted opportunities for students to further engage in more diverse curriculum.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
--

During the 2014-15 school year, the school leadership will provide frequent observations of teacher practice and provide targeted feedback for the purpose of improving pedagogy, resulting in 50% of teachers receiving an overall rating of ineffective or developing receiving an overall rating of effective.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
To develop a coherent set of beliefs about how students learn best we will sequence department PLC cycle around the Tuning Protocol,	All students and adults	Every 6 weeks	All Adults.

with a strong focus on data analysis and looking at student work.			
To support credit accumulation and a more diverse and engaging curriculum, Common Core aligned modules will be redesigned to address academic gaps and credit bearing as well as more engaging; PLC leaders will collaborate with the Principal before the beginning of the second semester in order to craft high interest modules that are aligned them to Common Core Standards	All PLC leaders	February 2015	PLC leaders and administrators.
To support teacher support in shifting from ineffective and developing to effective while also fostering a coherent set of beliefs about how students learn best. Professional development will be provided collaboratively, flexibly and individually throughout the academic calendar	All adults	Sept – June 2015	Administrators in collaboration with teachers supported.

#### **Part 4 – Resources Needed**

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

- SIOP coach 4 days
- 16 days of one-on-one Ramapo coaching
- Metamorphosis coach – No cost to the school
- Professional development plan for the year, targeting collaborative, flexible and individualized support- No cost to the school. These activities take place during PD built-in during the day.
- Having frequent check-ins with teachers being observed in order to successfully apply feedback provided.
- Provided individualized structured professional development for each teacher identified as ineffective and developing.
- Structure PLC work around the Tuning Protocol, emphasizing data analysis and looking at student work.
- Infused more technology into the curriculum to address entry points and student engagement.
- A complete course sequence per PLC will be developed by PLC by June 2015.

#### **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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **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:

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

By February 2015, at least 50% of the teachers who previously received ineffective or developing will have at least one effective rating from an observation in domain 2.

By February 2015, all teachers receiving a rating of developing or ineffective will have received 2-3 sessions of one-on-one feedback.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. 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

- |     |   |
|-----|---|
| 33. | 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). |
| 34. | 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.  |

Based on the 2013-2014 Quality Review, Bronx Bridges High School has been indented as “proficient” with respect to establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

Based on the 2013-2014 New York City School Survey, 89% of our families “agreed” and “strongly agreed” that Bronx Bridges High School communicated what needs to be done at home to prepare students for college, career, and success in life after high school.

Based on the 2013-2014 School Quality Guide Bronx Bridges High School’s overall attendance is 85.1%.

To continue to build on these achievements and strengths, we will develop systems and structures for developing stronger family and community ties.

### 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.

By June 2015, the school will increase the number of opportunities for the staff to share data with students and families so that family and community ties are strengthened, leading to an increase in attendance from 79% to 81%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
We will continue to work with our guidance department to support students in successfully applying to diverse colleges and universities. However we lack a plan for transition students to careers; as a result, the transition arm of our attendance team will collaboratively work with families of students who are career bound.	Students and Families	Sept-June 2015	AP and Guidance Counselor

Our Youth and Development team will continue to support community ties by supporting our students with transition to such programs as YABC.  We will continue to provide structured time for all adults to engage in family engagement during our Wednesday professional development day.			
Progress reports will continue to be shared with families via personal conversations or teleconferences.	Teachers, students, families	Sept-June 2015	AP
To support community ties, we will develop an attendance team to support student who are chronically absent. Ensuring students are present and learning. We will develop a comprehensive protocol for reaching out to students and families. For example, we will introduce such initiatives as WakeUp NYC, scheduled home visits and a case-manager approach to supporting chronically absent students.	Teacher team	Sept-June 2015	Lead Teacher and AP
We will continue our partnership with Good Sheppard as well as Monroe college to support the social-emotional as well as the academic development of our students.	Students	Oct-June 2015	Good Sheppard and AP

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Good Sheppard Services</li> <li>• Counselors , social Worker and Dean of Culture</li> <li>• Attendance Incentives</li> <li>• Community Coordinator</li> <li>• Parent Coordinator</li> <li>• Attendance Team</li> <li>• Memorandum of agreement from identified partners.</li> <li>• Data systems using Excel to monitor progress.</li> <li>• Weekly attendance meeting.</li> </ul>

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p> <ul style="list-style-type: none"> <li>• By February 2015, at least five students from our open 407 cases will have transition plans.</li> <li>• By February 2015, we will have an average attendance rate of 80%.</li> </ul>
<b>Part 6b.</b> Complete in <b>February 2015.</b>

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Credit accumulation /Pass/Failed courses and Regents exams	Credit recovery	Small Group	ELA Modules
<b>Mathematics</b>	Credit accumulation /Pass/Failed courses and Regents exams	Credit recovery	Small Group	Math Modules
<b>Science</b>	Credit accumulation /Pass/Failed courses and Regents exams	Credit recovery	Small Group	Science Modules
<b>Social Studies</b>	Credit accumulation /Pass/Failed courses and Regents exams	Credit recovery	Small Group	Social Studies Modules
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Socio-emotional referrals and evaluations and academic success in school	Counseling services	1:1, Family	Before, during and afterschool

## 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.			
<b>x</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Hiring Committee
- Hiring Fairs, College Teaching Programs, TFA, Open Market resumes, etc.
- Interviewed Questions to that reflect an understanding of teacher best practices (DF, CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.)
- Mentoring to support new teachers, New Teacher Induction Committee
- Buddy teachers, Co-teachers, Lead teachers, Department Heads
- Intervisitations
- Professional development, teacher teams, department meetings
- External PD opportunities
- Accelerated courses and programs

#### 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).

Weekly professional development takes place in the form of collaborative, flexible and individual sessions. All adults engage in these activities on a weekly basis. Both administrators and teachers lead these professional development activities. In addition, all adults receive bi-weekly professional development opportunities via e-mail. They have the opportunity to sign up for professional development of their choice. We also implement:

- Common planning time: Unit Plans – Performance Tasks and Rubrics
- Partners for CCLS coaching, support, and training
- Network PD for CCLS-aligned instruction
- Alignment to DF and best practices and strategies
- Modifications for SPED/ELLs and use of Paraprofessionals to support students
- Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
- Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS
- Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed
- Ongoing revision of curriculum for alignment to CCLS and student achievement

- Continuous review of student work related to CCLS to modify practice and meet needs of all students
- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

na

**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).

na

**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.).

na

**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.

- Assessment Committee that offers input to the section or process of assessments
- Data review the effectiveness of school-wide and or common assessments
- Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate PD can provided and intervisitations can be effectively set-up to encourage specific assessment practices
- Different assessment strategies are compared so as to determine the most effective strategies and how they can be best modified and/or adapted for school-wide use
- Teachers and teacher teams help design rubrics that effectively assessment students and modify and revise based on feedback
- PD always includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD.
- Based on limited observation of Formative assessments in teacher practice for the 2013-14 SY, FAs have been reflected in the PD so that it is ongoing and teachers can demonstrate data collection, modification of instruction, and provide targeted feedback to students

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	285,326	x	8,9, 10, 12, 13
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	29,992	x	23
Title III, Immigrant	Federal	6,407	x	23
Tax Levy (FSF)	Local	2,707,507	x	9, 10, 11,12, 13 14, 15, 17, 18, 21

#### <sup>1</sup>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:

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bronx Bridges 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 Bridges 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

### School-Parent Compact (SPC)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of Education**

Carmen Fariña, Chancellor

**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
52 Chambers Street, Room 209  
New York, New York 10007

Phone: 212-374-6072 HYPERLINK "http://schools.nyc.gov/Academics/ELL/default.htm" <http://schools.nyc.gov/Academics/ELL/default.htm>

## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information		
Name of School:	Bronx Bridges High School	DBN: <u>08x432</u>
This school is (check one):	<input type="checkbox"/> <b>conceptually consolidated</b> (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E)	

below)	
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Part B: Direct Instruction Supplemental Program Information
<p>The direct instruction component of the program will consist of (check all that apply):</p> <p><input type="checkbox"/> Before school      <input checked="" type="checkbox"/> After school      <input checked="" type="checkbox"/> Saturday academy</p>
<p>Total # of ELLs to be served: <u>180</u></p> <p>Grades to be served by this program (check all that apply):</p> <p><input type="checkbox"/> K    <input type="checkbox"/> 1    <input type="checkbox"/> 2    <input type="checkbox"/> 3    <input type="checkbox"/> 4    <input type="checkbox"/> 5  <input type="checkbox"/> 6    <input type="checkbox"/> 7    <input type="checkbox"/> 8    <input checked="" type="checkbox"/> 9    <input checked="" type="checkbox"/> 10    <input type="checkbox"/> 11    <input type="checkbox"/> 12</p>
<p>Total # of teachers in this program: <u>7</u></p> <p># of certified ESL/Bilingual teachers: <u>4</u></p> <p># of content area teachers: <u>3</u></p>
<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>● rationale</li> <li>● subgroups and grade levels of students to be served</li> <li>● schedule and duration</li> <li>● language of instruction</li> <li>● # and types of certified teachers</li> <li>● types of materials</li> </ul>
<p>Begin description here:</p> <p>After School Program:  Rationale: ESL/ELA Yearbook/College letters Modules</p> <p>ESL - Yearbook (50 students)  We are requesting funds to supplement the implementation of our modules program for immigrant students who are ELLs. During the program students will create the school yearbook by using technology, photographing school events and clubs, summarizing events, applying graphic literacy, creating polls and interviewing students, and student designed interviews, etc. Teachers will incorporate writing instruction as well as develop graphic literacy through the creation of tables, graphs, and captions for the yearbook. Instruction is designed to support students through all four modalities. Students at all language proficiency levels will be included.</p> <p>ELA - College Letters Writing Workshop (50 students)  We are also requesting funds to supplement the implementation of our college letter writing workshop for the same population. This program would be counted for an ELA elective credit. During the program students will develop personal narrative, informational, and academic writing skills. They will also engage in all steps of the writing process: brainstorming, outlining, writing multiple drafts, self-editing, peer-editing, revising, writing reflections, etc. Students will improve both their CALP (Cognitive Academic Language Proficiency), and complete a major component of the college application process. Students included in the program must be 11th and 12th grade ELLs. Intermediate and advanced level ELLs will be included.</p> <p>Subgroups and grade levels of students to be served:</p>

- Year book: ELLs of all proficiency levels  
ELA teacher and 1 ESL teacher co-teach 2 periods per week

- College Letter Writing Workshop: 11th and 12th grade intermediate and advanced ELLs  
ELA teacher and 1 ESL teacher co-teach 2 periods per week  
Schedule and duration:

- Frequency of the program/activity: Twice a Week (M-Th/T-F) Teachers: 4 (2 ESL, 2 ELA)

- Duration: 44 minutes per session; 18 weeks

- Beginning date: January 2015; Ending May 2015  
Language of instruction:

- Students will receive instruction in English

Number and types of certified teachers:

- 4 teachers (2 ESL, & 2 ELA)

Types of materials:

- For the yearbook class, students will use laptops, digital cameras, publishing programs, and model yearbooks for reference.

- For the college letter writing workshop, teachers will draw from authentic texts such as example letters provided by the Purdue OWL online writing lab, as well as resources designed for teaching grammar and writing for ELLs so as to provide support to students who need to develop these skills, especially CALP in writing.

Rationale: Saturday Academy

### Saturday Academy

Our weekend classes are designed to target specific reading and writing skills. The scope and sequence was developed collaboratively and the instruction is delivered by three teachers. Students participate in reading and writing classes, and this year, we also plan on implementing math intervention. With the addition of math class, students will sit in 55 minutes of each class. The classes take place bi-weekly. This year we would like to offer this course to twice as many students throughout the entire year, starting in November. One larger cohort would alternate the week they participate but the program would extend through the end of the year. Our objective is for students to go through the writing process as many times as possible, as well as build upon their basic math skills to make upper level math more accessible. We would like to track the progress of these students throughout the school year. This program was implemented successfully in previous years. Our attendance rate was high as we actively communicate the importance of the program to students and parents. This includes phone calls home the day before, during the program if students are late or absent, and building in incentives for perfect attendance. All ELLs in the 9th grade and those in the 10th, 11th, and 12th grade who need

remediation will be included in the program.

Subgroups and grade levels of students to be served:

- 9th-12th Beginner level ELLs

Schedule and duration:

- Frequency of the program/activity: Weekly (Saturday)
- Duration: 155 minutes per session; 18 weeks
- Beginning date: November 2014; Ending May 2015

Language of instruction:

- Students will receive instruction in English

Number and types of certified teachers:

- Teachers: 3; (1 ESL, 1 ELA, 1 Math)  
Mr. Mount (ESL), Mr. Sonko (ESL), and Ms. Ozorioa (Literacy)  
3 simultaneous classes with 80 students total

Types of materials:

- Achieve 3000, 100 book challenge library, RIGOR library

Rationale: Student Tutoring Program

Student Tutoring Program

The student tutoring program gives struggling students the added support that they need while also giving excelling upperclassman the opportunities to support other students and the community, add to their sense of responsibility, supplement their college applications with tutoring experience, and gain community service hours needed for graduation. The program will take place after school daily except for Wednesdays. Student tutors will be compensated monetarily using grant funds or through community service hours.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Ongoing professional development is a priority at our school. Our teachers attend weekly ELL related professional development sessions. Content area teachers also attend professional development that will support their instruction of ELLs in their classrooms. This year, teachers are participating in professional development aimed at developing their expertise in aligning instructional goals to the CCSS. We also provide teachers with sessions that provide training for topics relevant to all of our subgroups. These include testing accommodations, assessing ELA standards and performance indicators for ELLs in multiple levels, incorporating strategies for planning and implementing the use of academic language in all four modalities in lessons, the needs of our Special Education ELLs and differentiating instruction for ELLs in the content areas.

Title III will fund the five one-hour workshop, during 4 content team professional learning community meetings from January to March for training in the new Common Core aligned NYSESLAT. Two ESL teacher will facilitate and all content area teachers of ELLs will attend the one hour workshops on three scheduled professional development sessions which take place on Wednesdays. The workshops will enhance and support the instruction of all ELLs across all disciplines and target the skills necessary to achieve in the NYSESLAT and on the development of strategies for implementing the CCSS and the resources available through Engage NY within the ELL classroom. These professional development sessions will be provided by teachers including Mr. Mount, Mr. McEwan, and Ms. Rentas.

#### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale:

We are requesting additional funds to support the implementation of our Saturday Academy for parents. This program will consist of 8 sessions. That aim of the program is to offer parents adult ESL instruction targeting the development of literacy skills required for success in job placement. Topics would include:

- Resume writing workshops
- Career/job Vocabulary
- Mock job interviews

This year our school has re-purposed multiple blocks of time for parental engagement. Bronx Bridges has experienced limited success with parental engagement in the past and our goal this year is to turn this trend around. Our efforts include dedicating time previously used for whole staff development for parent outreach activities including making parent phone calls and developing a log of teacher-parent conversations.

As part of this initiative we propose providing parents of our ELLs with opportunities to participate in English language development skills through a job preparedness workshops. Providing these workshops will allow us to support our parents in meeting their real life goals of improving their English language communication skills and engage in activities geared towards job preparedness. This will also provide them with resources and activities geared towards understanding the educational expectations of their child.

**Schedule and Duration:**

- 3 hours every Saturday; 8 Sessions; 9am-12pm

**Topics to be covered by Staff:**

- 2 Guidance Counselor/Parent Coordinator; 2 hour per session; 2 hours per semester
- Revision and inquiry of student academic transcripts
- Exploring possible ways to fund their student's college education (grants, financial aid, loans)

**8 ESL teacher/parent coordinator led sessions; 2 hours each session; 16 hours per semester**

- Parents will develop their resume and cover letter writing; conversational skills; planning for cold calls and interviewing; online resume and application writing; visiting job fairs; exploring job training and certificate programs

**Name of Provider:**

Facilitators will include Ms. Da Silva (guidance counselor), Ms. Marrero (parent coordinator), Mr. Mount (ESL teacher), Mr. Sonko (ESL teacher).

**Notification:**

Parents will be notified through a school mailing, school messenger mass phone call announcements, parent coordinator phone calls, announcements made through PTA meetings organized by Ms. Marrero, our parent coordinator.

<b>Part E: Budget</b>		
<b>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</b> Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>● Per session</li> </ul>		

<ul style="list-style-type: none"> <li>● Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>● High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>● Must be supplemental.</li> <li>● Additional curricula, instructional materials.</li> <li>● Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**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 <b>08</b>	Borough <b>Bronx</b>	School Number <b>432</b>
School Name <b>Bronx Bridges High School</b>		

### 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 <b>Pablo Villavicencio</b>	Assistant Principal <b>Joyce Pulphus</b>
Coach <b>Rachael Horowitz</b>	Coach <b>type here</b>
ESL Teacher <b>Wandaly Rentas</b>	Guidance Counselor <b>Ms. Rosado</b>
Teacher/Subject Area <b>Carlos Lebron</b>	Parent <b>Ms. Maritnez</b>
Teacher/Subject Area <b>Patricia Holguin</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Gladys Santapau</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>288</b>	Total number of ELLs	<b>262</b>	ELLs as share of total student population (%)	<b>90.97%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										3	3	2	1	9
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE										1				1
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	3	2	1	10

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	160	ELL Students with Disabilities
SIFE	14	ELLs receiving service 4-6 years	53	Long-Term (completed 6+ years)
				22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	57	4		24			2			83
Dual Language										0
ESL	121	11		34			22			177

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		
<b>Total</b>	<b>178</b>	<b>15</b>	<b>0</b>	<b>58</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>260</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										81	60	59	61	261
Bengali														0
French														0
<b>TOTAL</b>	<b>0</b>	<b>81</b>	<b>60</b>	<b>59</b>	<b>61</b>	<b>261</b>								

\*EP=English proficient student

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

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

**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										81	60	59	61	261
Chinese														0
Russian														0
Bengali										6	10	40	3	59
Urdu												1	1	2
Arabic											1	2		3
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1	1	2
Other														0
<b>TOTAL</b>	<b>0</b>	<b>87</b>	<b>72</b>	<b>103</b>	<b>66</b>	<b>328</b>								

## 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)										39	23	21	6	89
Intermediate(I)										24	35	20	15	94
Advanced (A)										14	13	15	18	60
Total	<b>0</b>	<b>77</b>	<b>71</b>	<b>56</b>	<b>39</b>	<b>243</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	73		39	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	54	38	28	8
Physics				
Global History and Geography	56	58	14	10
US History and Government	22	47	18	13
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school currently assesses the reading skills of our ELLs in September with the use of the Individual Reading Level Assessment from the American Reading Company. This tool is Common Core aligned and allows us to determine the reading strengths and needs of our students. Teachers assess students within the ESL classroom. The data from these assessments is used to make instructional decisions

about class placement, intervention, and reading materials used for daily instruction.

Additionally, we administered for the first time a school-wide literacy diagnostic (Pearson's Stanford English Language Proficiency Test2). The test measures the reading, writing, and listening skills of ELLs at the high school level. Data from this diagnostic will be used to make decisions about placement in intervention modules designed to meet specific subgroup needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Due to the changes to the NYSESLAT which is in the process of becoming Common Core aligned, fewer students were proficient in the NYSESLAT for the year 2013. The data shows that students are stronger in speaking and listening but struggle with academic writing and reading. The ELA Regents data shows that students are performing better this year than in the past. New admits tested at intermediate on the LAB-R.
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](#))  
RNMR is not available as of November 8, 2013
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?According to the Regents data, student outcomes are stronger in the native language than in English. Most of the students taking the LOTE passed.
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](#))  
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All ESL and content classes are taught using ESL strategies. Teachers use student proficiency levels and data from our own baseline assessment at the start of the school year to determine student placement in classes and to make decisions on how to adapt the curriculum to meet their language needs. Students who are new admits and speak low incidence languages are paired as much as possible with students who speak the same language as to help them transition into the program.
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?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Teachers meet regularly in content PLCs to discuss and analyze student outcome data. These meetings occur weekly and involve unit revision, student work analysis, lesson planning and long term planning. Additionally, the youth development team which includes social workers and our school guidance counselor meets biweekly with teachers during extended PDs to plan for the implementation of programs aimed at college readiness. The sessions planned during these meetings take place bi-weekly during our advisement periods (family groups). At the end of every marking period, teachers meet with the literacy coach to discuss student progress and plan for next steps.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All students newly admitted to our school are reviewed for ELL eligibility based on their LAB-R or NYSESLAT scores and the original the Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the ESL coordinator administers the HLIS to the parents for completion upon registration. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level within the first ten days of admission. Testing occurs during the ESL and the intervention period. The informal interview may be conducted in the student's native language, as needed. Currently we have an ESL coordinator fluent in Spanish. We also have several faculty on staff who are fluent in Arabic, Bangla, Hindi, and AND French. These ebers of our staff are available to serve our parents and students where translation is required. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews his most current NYSESLAT score for proper placement. The Spanish LAB is administered by our ELL coordinator. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents/guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The orientation is led by Mr. Villavicencio, our principal, Ms. Rentas, the ELL coordinator, Ms. Valenzuela, one of our special educators, and Ms. Perex, our parent coordinator. The orientation is a three hour process where students are individually evaluated by teachers, parents are informatlly interviewed and introduced to our teachers and school operations, norms, and expectations. Both parents and students participate in the first hour together. During the last two hours students are taken to a separate location for diagnostic testing in reading, writing, and ath in English and their native language when available. During this time parents watch the ELL Parentselection information video and participate in a Q & A session with the ELL coordinator and other teachers of ELLs. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select dual language as their first choice, and the school does not offer the program, the parents will be provided with a list of schools that offer dual language programs. If the parents opt to stay with the school, they are informed that while currently, the school does not have the required minimum number of students to open up a dual language program, they may meet with our school guidance counselor, Ms. Gonzalez to discuss another placement.

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

Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. An entitlement and continued entitlement letters as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility through a school mailaing. These letters are stored in a secure cabinet in our operations office. Parent Survey and Progra Selection forms are stored by the ESL teacher in a locked cabinet until the information is entered into the ELPC screen on ATS within the first 20 days of enrollment. Once entered, these letters are filed in a secure cabinet in the operations office.

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.

A newly identified ELL is placed in the program as indicated on the parent program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language.

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.

In March our testing coordinator, IEP specialist, and ELL coordinator design a testing plan for the NYSESLAT which includes testing rosters, proctor assignments, calendared testing dates and make up dates, accomadations plan for students with IEPs, scoring plan and assignments, and an accountability system for signing secure materials in and out.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program

choices is for TBE and ESL. The program models offered at our school are aligned with parent requests. This was generally the case for our incoming freshmen with 62% selected ESL and 20% selected TBE. Unlike other years, our parent selection forms for incoming freshmen included 4 parents with a preference for a dual language program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Bronx Bridges High School's program consists of the following:

Bilingual classes for Spanish speaking ELL. Each bilingual class has approximately 22 students.

An interdisciplinary humanities curriculum that integrates history, the arts, NLA, ELA/ESL and technology

Native Language and English language usage is aligned with New York State's Language Allocation Policy

Native Language and ESL instruction is fully aligned with State Education Department (SED) NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach

ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R OR NYSESLAT) and is consistent with CR Part 154 requirements

#### A. Programming and Scheduling Information

Academic content is fully aligned with CR Part 100 standards

All classes use the Workshop Model and incorporated technology as a learning tool

ESL instruction is provided by fully certified ESL teachers

Extended day program that includes: credit bearing courses, ESL classes, tutoring in all subjects, physical education, clubs and peer tutoring homework.

Some students also participate in mentoring and internship programs

All students receive extended day support

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The school's Transitional Bilingual Education program targets literacy acquisition in both the Spanish and English languages. The ESL Free Standing Program targets English language acquisition. This is accomplished through a rigorous academic program, Balanced Literacy, integrated curriculum, project-based learning, and critical thinking skills. Students explore ideas thematically, create portfolios, analyze and apply the acquired knowledge.

Our student population consists of students who range from newcomers to this country to students who are LTE or former ELLs. Students receive Spanish bilingual education where requested by the parent, ESL and ELA instruction. Each class program consists of five 48 minute periods of ELA instruction and additional ESL 9 periods of ESL instruction for all entitled students at all levels. We currently have three ESL teachers on staff. Each teaches four 48-minute blocks of ESL.

In addition, all other subjects meet in 48-minute blocks five times a week. All ESL teachers are NYS-certified and all content area teachers are certified in the area in which they are teaching. Physical education, art, drama and additional mathematics and literacy support are integrated throughout the school day in addition to extended day.

Spanish NLA instruction occurs daily for 48 minute blocks. Our NLA teacher, Mr. Guitierrez is fully certified. NLA classes are no larger than 25 students and are leveled to serve students at various native language proficiency levels.

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

All our ELLs have access to Common Core aligned curriculum. Students in the ESL beginner and intermediate levels receive math, science, and social studies instruction with the use of ESL strategies. Where native language support is available, it is provided by the teacher. Spanish content classes are offered to bilingual ELLs and intermediate ELLs when requested by the parent through the parent program selection survey. For students in the advanced ESL levels all content area classes are conducted in English. English is the language of instruction for physical education and other electives.

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

We currently use the Spanish LAB to get a baseline assessment of our Spanish speakers. We conduct reading assessment in Spanish using the Spanish Independent Reading Level Assessment from the Benchmark Company.

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

Students take a listening, reading and writing baseline assessment at the start of the school year. This assessment is used to determine student placement in intervention classes that meet bi-weekly. Progress in these courses is used as an indicator that students are improving in the modality targeted in the program. In addition to this, teachers incorporate the practice and assessment of all four modalities in the classroom across the content areas. These assessments consist of performance tasks where students participate in planned discussions. In the Spring, students take the NYSESLAT. This data is used to plan for their future class placement and targeted intervention.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are currently being mainstreamed into our regular programming. In previous years this subgroup received a semester of science, math and ESL in a small class taught by ESL teachers using ESL strategies.

b. All teachers of newcomer ELLs used research-based strategies in the classroom. They provide differentiated materials, access to technology and other aides to comprehension including the use of online reading development programs.

c. Our students receiving services for 4-6 years are receiving additional reading and writing interventions. These occur biweekly during the regular school day in groups no larger than 10 students. In addition, they receive afterschool English Language Intensive courses.

d. Former ELLs continue to receive support from content teacher through participation in classes using differentiation and vocabulary development. These scaffolds are used to support them in transitioning to grade level reading and writing in math, science, and social studies. They also participate in advanced placement classes in U.S. history and English. These courses are aimed at preparing them for grade level content.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content

areas and accelerate English language development?

Students who are ELLs with disabilities are served as per their IEP. They are placed in ICT classes where they are able to receive additional support from a special educator. The teaching team meets weekly to discuss the strategies that would best meet the instructional and socio-emotional needs of the student.

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

Students with disabilities are programmed to receive the mandated number of instructional ESL minutes and content credits. In cases where students are in need of additional classes or a more flexible schedule, they are programmed during our Operiod or period 9.

### 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:	3		
Social Studies:	4		
Math:	4		
Science:	2		

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

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

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

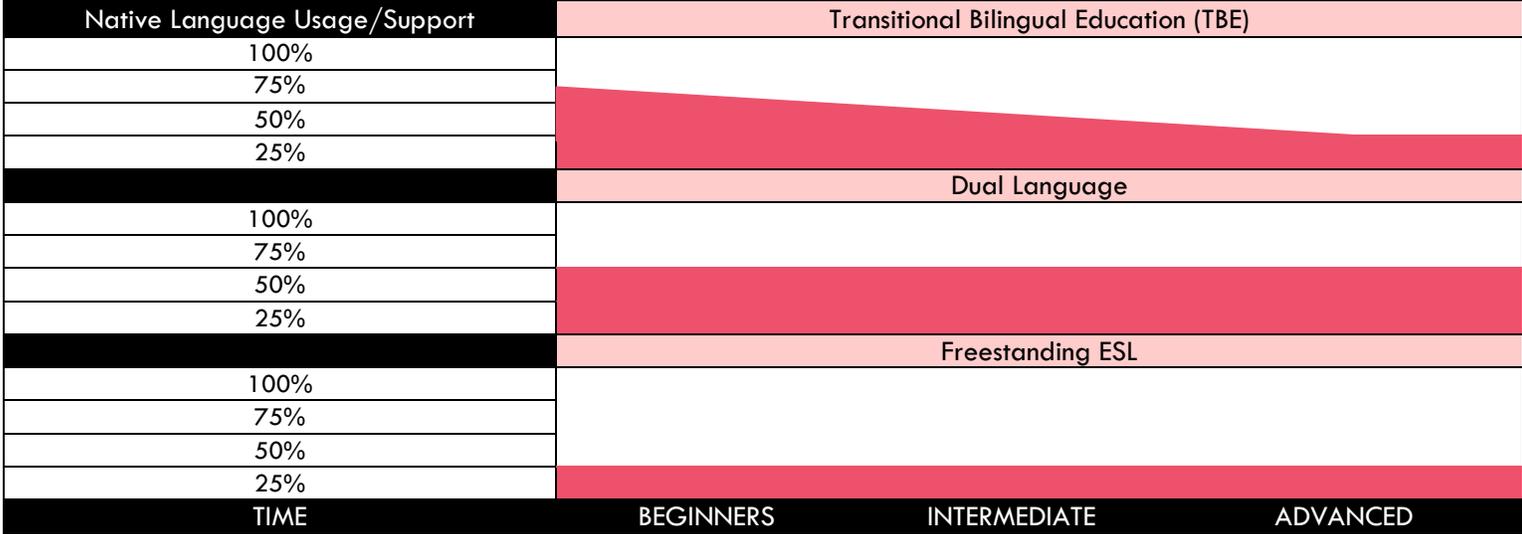
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Modules: small groups meet biweekly to address needs identified through diagnostic and teacher observation. These sessions change their focus every 6 weeks to accommodate student needs across content and the socio-emotional arena.

ELL: small group ESL courses provided after school to accelerate the learning of our 9<sup>th</sup> grade class.

Saturday Academy: small group courses and tutoring designed to target reading and writing skills.

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

The three forms of intervention used at BBHS allows us to have a structured but flexible way to address the changing needs of our students, as well as to address the literacy gap present for all students throughout the school day as well as during after school and Saturday Academy. Our students are also able to build positive relationships with all of the adults at our school, as they are usually placed in intervention classes with teachers they do not have classes with on a regular basis.

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

We are currently working with Good Shepherds Services to include more arts and sports based extracurricular activities and credit bearing classes for our students. These classes will be co-taught by a GSS provider and one of our ESL teachers so as to design a curriculum that meets the needs of our ELLs at various levels.

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

none

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

We currently provide classes during after school that are specifically designed to target reading and writing for ELLs at different levels. These courses are open to any student but our largest group is in the 9<sup>th</sup> grade. Additionally, we offer activity based classes through a partnership with Good Shepherd which provide opportunities for student government participation, athletics, and the arts. These programs and information about them is provided in English and the student's native language.

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

We currently use teacher designed instructional units. These are developed using the Common Core Standards. Materials from Engage New York and the Common Core Library are sometimes adapted to meet the needs of our ESL population while allowing them the opportunity to access grade appropriate content.

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

Native Spanish speakers are enrolled in Spanish reading and writing courses to develop their first language literacy skills. These courses support the English Language Arts and Social Studies curricula. Heritage speakers of French -- our ELLs from west African countries -- take French as a Heritage Language. Native Spanish speakers with strong first language literacy skills have the opportunity to take Advanced Placement courses in Spanish Language - next year we plan to also offer AP Spanish Literature.

Spanish-speaking students who are recent arrivals can take Integrated Algebra in their native language. This course facilitates accelerated content-area learning and credit-accumulation for students requiring native language support. Low-incidence language speakers are paired, whenever possible, and provided tutoring in their native language. Math classes have no more than 27 students per class. Units strategically include content and language objectives and instruction is based on the workshop model. In addition to the Human Body/Human Impact science course designed to prepare SIFE for high-school level science content, we additionally offer Earth Science in Spanish for recent arrivals. Five sections of Living Environment are offered, including an ESL-based course taught by an ESL certified teacher with expertise in Science content. Chemistry and Physics are additionally offered. Those courses are taught in English with the use of ESL teaching strategies. Students with low-incidence languages are paired whenever possible.

Global History and US History courses are offered in Spanish to enable accelerated content-area learning and credit-accumulation for students in need of native language support. English Global History and US History courses are semi-heterogeneously mixed, with low-incidence language speakers paired whenever possible. No class exceeds 25 students. Units strategically include content and language objectives and instruction is based on the workshop model.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Our curriculum is aligned with the Common Core Standards. These standards are developed to ensure grade appropriate academic expectations. When these are adapted by our teachers to meet the needs of our ELLs, we ensure that any additional materials and texts are also developmentally appropriate for our students.
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.  
During the summer students and parents participate in orientation activities designed to inform parents and students of the academic expectations of high school. Parents are also informed on the design of our ESL program and of the three types of programs offered in NYC. During this time students take several diagnostic exams and participate in culture building activities aimed at preparing them for our programs.
18. What language electives are offered to ELLs?  
Spanish is the only elective currently offered.
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)?

NA

### 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.

Ongoing professional development is a priority at our school. Our teachers attend weekly ELL related professional development sessions. Content area teachers also attend professional development that will support their instruction of ELLs in their classrooms. This year, teachers are participating in professional development aimed at developing their expertise in aligning instructional goals to the CCSS. We also provide teachers with sessions that provide training for topics relevant to all of our subgroups. These include testing accommodations, assessing ELA standards and performance indicators for ELLs in multiple levels, incorporating strategies for planning and implementing the use of academic language in all four modalities in lessons, the needs of our Special Education ELLs and differentiating instruction for ELLs in the content areas.

Outcomes for these sessions are developed and peer reviewed units, common core aligned lesson plans that incorporate questioning strategies and explicit academic vocabulary development for ELLs. In addition to this, we offer sessions to target the implementations of students based discussion techniques in every classroom.

PD occurs with all teachers every Wednesday from 2:00 - 3:40. These sessions are planned and implemented by our curriculum and instruction team and guidance team. Our teachers all receive well over the required professional development time required. All agendas for our PD are posted on our Bronx Bridges Portal and attendance is taken at every session.

At the start of the school year all teachers participate in PD led by the guidance team. These sessions are aimed at preparing teachers in helping students transition into high school. They receive training on developmentally appropriate behaviors and how to mitigate the challenges these may pose for academic success, learn about how high school credits are computed and earned, and also learn how to prepare students for the testing expectation (Regents, ACT, etc).

All teachers are trained by the guidance team on strategies to support their assigned small group of students. Teachers then guide these groups for four years in their transition into high school. They conduct college readiness tutorials and visits to prepare students to be college bound.

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

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parents are heavily involved through the PTA- Parent Teacher Association. Parents are receiving English Classes themselves through Saturday Academy and we are exploring programs to address the social and emotional needs of our families.
  2. Yes, we are currently partnered with Good Shepherd Services and a total of 20% of our families are referred to them.
  3. We provide surveys in our student in-take and via the phone and through the PTA.
  4. Workshops, parent meetings, language classes, and constant Family Group Advisor communication ensure that we are meeting the needs of our families.

#### **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: <u>Bronx Bridges High School</u>		School DBN: <u>08x432</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pablo Villavicencion	Principal		11/15/13
	Assistant Principal		
Miriana Perez	Parent Coordinator		11/15/13
Wandaly Rentas	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Gladys Santapau	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 08x432 School Name: Bronx Bridges High School

Cluster: 6, Jose Ruiz Network: 603

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

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

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

In order to determine the written translation and oral interpretation needs, our school uses entrance interviews, the Home Language Survey, HL information on ATS and ARIS, and a student profile questionnaire to determine the needs of our parents and families. This is all done prior to the start of the school year and with each subsequent new admit/transfer student.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school is focused on serving English Language Learners. 100% of our families require written translation and oral interpretation. This is communicated to our faculty and staff in our weekly staff meetings, school-based portal, and in communications to our parents. 90% of our parents require Spanish translation and interpretation services, 8% require French, and 2% require other services (Urdu, Bengali, Fulani, Mandingo, Cambodian)

## Part B: Strategies and Activities

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

All documents are translated to the languages of our parents (with the exception of those that do not have a written form). We use the DOE Translation & Interpretation Unit.

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

In all meetings, we have Spanish, French, Bangla, and Arabic interpreters. In cases where other languages are needed, we use the DOE Translation & Interpretation Unit.

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

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Respo>nsibilities.htm.

Parents were notified of this during the orientation, first week of school, the first parent-teacher conference and is posted in the main office.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered

languages, or most prominent covered languages, indicating the availability of interpretation services.  
Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.  
This is posted in the main hallway and in main office.

C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.  
This is addressed in the campus-wide safety plan.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.  
All forms are available in Spanish (90%) and French (8%)

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

This is handled by another NYCDOE entity.