

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

DBN: (i.e. 01M001):

12X480

School Name:

BRONX REGIONAL HIGH SCHOOL

Principal:

COLIN THOMAS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 12X480
School Type: Transfer Grades Served: 10-12
School Address: 1010 Reverend James A. Polite Avenue, Bronx, NY 10459
Phone Number: (718) 991-2020 Fax: ((718) 617-0257
School Contact Person: Colin Thomas Email Address: cthomas@schools.nyc.gov
Principal: Colin Thomas
UFT Chapter Leader: Orlando Del Villar
Parents' Association President: Christina Gatling
SLT Chairperson: Colin Thomas
Student Representative(s): Tanya Gray, Lilliana Gil

District Information

District: 12 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, Brooklyn NY 11212
Superintendent's Email Address: Lrobinson5@schools.nyc.gov
Phone Number: 917-822-2281 Fax: 718-778-7385

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: CFN 108 Network Leader: Lisa Pilaski

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Colin Thomas	*Principal or Designee	
Orlando Delvillar	*UFT Chapter Leader or Designee	
Christina Gatling	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tanya Gray Liliana Gil	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Evelyn Rivera	parent/	
Katherine Velez	parent/	
Judith Salinas	staff	
Ramon Rosado	staff/	
	/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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 Regional High School is a Transfer Alternative School for students who have previously attended a New York City High School. The students 61% Latino and 37% American/African/ Caribbean. We have 250 students on register and 67% are female. Unfortunately, the majority of our students are considered to be economically disadvantaged and qualify for free school lunch. We have a small special needs and ELL populations and differentiate our instruction in all departments to meet the diverse needs of all our students.

We are a Title 1 school and use the School-Wide Program to help address the assorted academic gaps. Our Regents-focused core academic curricula are designed to help meet the diverse needs of our students. The New York State Standards are fully integrated into all departments and are used to guide the development of our content driven curricula. Our teachers meet several times per week to look at students work and to share ideas about ways to better support our students.

The entire staff is committed to meeting the diverse needs of our students. To help our students we share best practices, use intervisitations, and believe in formal and informal mentoring. Our mission statement is as follows:

Bronx Regional High School is a community of learners committed to a challenging curriculum. We offer a safe, structured, and student-centered environment through various approaches such as collaborative learning and critical thinking. Teachers engage students in learning, utilizing the latest in educational and creative technologies. We encourage our students to think independently, be supportive of their peers, and continue to move towards their professional and educational goals as they pursue their dreams.

The majority of our students enter the school because they are unable to pass classes and Regents examinations or earn credits consistently. We address these challenges by using an instructional approach that allows students to understand what they are learning and pass the classes and state examinations necessary for graduation. We know the majority of our students struggle with attendance so we assign all students to a set of staff members responsible for closely monitoring their attendance.

We provide the students with support from a number of programs, which are our unofficial CBOs:

- Hunter College/ Social Work Team
- Montefiore Clinic

The campus has two LYFE Centers, which allows young parents to have their children in school with them during the day. The centers accommodate between 30-40 babies and at least 30 additional students are parents or are with child.

One of our secondary goals is to broaden the horizons for our students. Each year we engage our students in activities that are designed to change their outlook. Our Knowledge for College Day, college fair, health fair, incentive trips, and college tours expose and prepare students for options and life after high school.

We encourage students to take classes after school. The extended day program allows our students to acquire additional credit using I-learn or other programs at the close of the official day. The majority of our teaching staff uses their professional period to enhance curricula. At present, we are mapping curricula, aligning our work to the Common Core and developing a deeper understanding of the Danielson Framework.

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.

We like to refer to assorted data sources to determine our next steps. Regents’ results, report cards, school surveys and the quality review are reliable sources to use as we move forward. Our collective efforts allowed the school to earn an overall grade of Proficient on our 2013-2014 Quality Review. We were encouraged by this rating. We are working to maintain our areas of strength and are determined to improve our understanding of the Danielson Framework. We know we have to take measures to improve the literacy skills of our students. We are in the process of putting internal measure in place to monitor and evaluate our own progress in several areas. We can see from our Regents results that we need to provide ongoing supports to help students develop the skills to pass these examinations. We have focused our attention on the three examinations that have presented the highest level of challenge for our students over the last two Regents testing cycles. This means we will pay close attention to the needs of students taking the Living Environment, Global and U.S. History Regents.

Our Strengths can be found as follows:

- Teachers meeting in core departments a minimum of three times per week to look at student work to better support how they learn.
- The steps we take to make sure students are clear about the path they must take after graduation
- In the level of support we provide to each student. All students are assigned to at least two adults outside of the classroom that know them well and guide them consistently as they work towards a diploma.
- Our efforts to reengage students that have struggled to find success at other schools.

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.

- 1) By June 2015, Bronx Regional High School will increase the graduation rate by 5% over the previous year.
- 2) By June 2015, the Science and Social Studies Departments will increase the Living Environment and Global History Regents passing percentages by 5 points over the previous year.
- *3) By June 2015, we will increase communication with parents and/or guardians. Teachers will call homes, send emails and meet with parents on a weekly basis to improve academic outcomes.

Part 3 – Action Plan

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

1. Research-based instructional programs, professional

Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>1) Upon intake students are assigned to a counselor with a manageable caseload. Our two counselors consistently monitor the academic and social progress of their students. This personalized attention allows all students especially juniors and seniors to know exactly what they need and will help as we work to improve our graduation rate. Our students receive eight report cards per year and our counselors update the transcripts of our students twice in the fall and twice in the spring. Our counselors speak with students and parents about their graduation status a minimum of twice per semester.</p>	<p>Students with the ability to graduate in November (2014), January, April, June and August 2015.</p>	<p>September 2014 – June 2015</p>	<p>Modesta Rodriguez, Assistant Principal, meets with the guidance team two times per month to discuss this and other issues.</p>
<p>2) Our social studies teacher and science teachers will use a range of resources to help students to prepare for Regents examinations in January and June. They will play close attention to students with a history of failing by using the passed/failed/not taken spreadsheet distributed at the start of the school year.</p> <p>This snapshot of student progress allows them to see the students not in their class with the opportunity to take the test during the year. These students will receive AIS throughout the semester in small groups during the teachers’ circular 6 instruction period. This means the students will be pulled from their regular class to receive additional instruction to prepare them for the Regents they need.</p> <p>Our assessments (test, midterms and finals) mirror the Regents. In addition, the teachers review the actual Regents in January to make sure we learn from the strengths and weaknesses of our students.</p>	<p>Students in need of the Living Environment, Global and U.S. History Regents</p>	<p>September 2014 – June 2015</p>	<p>Colin Thomas, Principal, Modesta Rodriguez, Assistant Principal, will meet with the members of the social studies and science department throughout the year during zero period. These departments will use Castle Learning to help students prepare for the regents electronically.</p>
<p>3) Our staff communicates with parents on a consistent basis. This year with the support provided by the Chancellor teachers will use Mondays and Fridays to communicate with parents. Our staff will schedule meetings with parents during zero period. These bi-weekly sessions will allow parents to hear first-hand how their children are doing.</p>	<p>All parents, especially students struggling academically.</p>	<p>September 2014 – June 2015</p>	<p>Colin Thomas, Principal, Modesta Rodriguez, Assistant Principal, Peggy Celestin and Judith Salinas, Guidance Counselors</p>

Part 4 – Resources Needed

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

The resources we need during the 2014-2015 school year to achieve the goals is our action plan are as follows: qualified teachers, revise curricula, materials, social workers, guidance counselors, and appropriate personnel to improve students achievement. Our schedule (AM and PM school) allows teachers the flexibility to teach and have small group instruction throughout the day.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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:				
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.				
1. The number of eligible candidates for graduation that have earned diplomas during November and January. We will look at the Regents examinations to see if we have a 5% increase on the aforementioned Regents tests. We will review the records of staff members and teachers to see the level of communication with parents.				
2) We will use Friday, February 6 th to complete our review of each of the areas identified above.				
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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

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| 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. |

A review of our 2013-2014 Regents results and the struggles a number of our students have with reading and writing allowed us to agree on our instructional focus. During one of our PD sessions we talked about the core skills our students need as they work towards a diploma and agreed to focus our attention on improving their reading and writing skills.

We shared our concerns with our educational consultant from Generation Ready and we have a series of workshops we are currently engaged in to address improving literacy skills.

Our Strengths can be found as follows:

- We have students that are earning credit and only need one or two Regents examinations to graduate.
- Our students have access to multiple sources to prepare for Regents examinations (teachers, technology)
- Our teachers are working with students in small groups to support their learning. This approach allows students to feel comfortable and safe in our school environment. Our students have excellent relationships with our staff and take ownership of the school.
- Our approach to supporting students allows them to know at least two adults well in the school. We meet with all of our students in small groups monthly. In addition, to these meetings our guidance counselors have an open door policy and talk with students frequently.

Part 2 – Annual Goal

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

In order to create an engaging classroom environment, 50% of our teachers will use close reading strategies to improve literacy and students engagement in the classroom. Thereby creating a supportive and consistent learning environment across core departments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			

Our Professional Development Plan for 2014-2015 identifies the workshops teachers will engage in to focus on the literacy skills students will acquire to perform more effectively in the classroom and on state examinations. All core area teachers along with our special needs and ELL teacher participate in these workshops. These professional development opportunities will help teachers to come up with strategies as they learn how students are growing in the classrooms of their peers. As they talk about the needs of specific students they will make the adjustments required to better support other students.	All students in core academic classes	Fall semester – June 2016	Colin Thomas, Principal, will work with Eleanor Nicholson, Generation Ready Consultant

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The monies set-aside for our professional development consultant and the monies assigned to the network (achievement coaches) have allowed our teachers to work side by side with the aforementioned individuals.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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.				
We will pay close attention to the use of the strategies presented in the professional development plan. As the administrative team visits classrooms they will look for evidence of student engagement, students working collaboratively in groups, and peer support.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
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. |

We like to refer to assorted data sources to determine our next steps. Regents’ results, report cards, school surveys and the quality review are reliable sources to use as we move forward. Our collective efforts allowed the school to earn an overall grade of Proficient on our 2013-2014 Quality Review.

In order to continue meetings the targets of the Quality Review, our teachers will collaborate on a consistent basis and use structures that allow them to meet at least three times per week. Our tri-weekly gatherings in specific core departments are used to address the needs of each departments. This year we have two teachers and an administrator assigned to provide professional development. This team meets and plans PD sessions for the staff. The team has the UFT Chapter Leader as a member. His ability to meet and hear the concerns of the teaching staff ensures that the basic needs of the teachers are met.

Part 2 – Annual Goal

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

Eighty percent of the teachers will use intervisitations during the school year to provide nonthreatening feedback to their colleagues. Each teacher will visit two of their peers and have two visits. During these visits the teachers will look for evidence of student learning and will provide their peer with a reflection sheet. A completed sheet of the visits will be handed to an administrator.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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 meet tri-weekly in departments to look at student work, review curricula, and provide support to their colleagues. The special needs teacher and the ELL teacher meet with the core department teachers during zero period to make sure the needs of these students are met.	Core Department teachers	September 14 - June 15	Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal

The teachers will be assigned a staff member to visit based on information gathered through the informal and formal observation process. Teacher will be assigned to observe a peer during our monthly departmental meetings. As the teachers visit their peers they will pay specific attention to the ELLs and special needs students.	All teachers	November–December 2014 and April – May 2015	Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal
We communicate with our parents frequently to make sure they know their child’s status. This year our teachers will use Mondays and Fridays during zero period to call and meet with parents. During these meetings parents will be encouraged to join the School Leadership Team and Parents’ Association.	All teachers	September 14 - June 15	Colin Thomas, Principal and Modesta Rodriguez, Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The budget for the 2014-2015 school year will enable the aforementioned goal to take place.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
We will review the intervisitation schedule after the December deadline and will talk about the visits at our monthly departmental meeting in January.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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

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| 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. |

The Principal and Assistant Principal will engage in a number of formal and informal observations throughout the year. During these observations the Principal will always review student work and will incorporate the feedback gathered from these conversations to the teachers. The teachers will be expected to address all recommendations and the administrators will look for the changes during the next visit. The administrators will use and review Advance to see patterns and use our PD sessions to address areas of concern.

Part 2 – Annual Goal

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

The Principal and Assistant Principal will conduct a minimum of twenty observations during the fall semester and a minimum of twenty observations during the spring semester. These observations will be returned to teacher as per the guidelines of Advance. The Principal and Assistant Principal will meet with the staff monthly to review procedures.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Timely feedback allows teachers to address areas of concern and make the adjustments required to improve the way students learn. During these visits the administrative team will make sure to monitor the supports provided to ELLs and students with special needs.	All teachers assigned to the Principal for formal and informal observations	September – May 2015	Colin Thomas, Principal
The staff will have monthly meetings hosted by the Principal to review procedures. During these meetings we will discuss ways to increase parental participation.	All staff	September – May 2015	Colin Thomas, Principal

Part 4 – Resources Needed

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

The budget for the 2014-2015 school year will enable the aforementioned goals to take place.

Part 5 – Budget and Resource Alignment

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

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

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.

At the end of the fall semester in January a review of the number of formal and informal observations in Advance and a review of the agenda of staff meetings.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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. |

The feedback from the Quality Review, school survey, and assorted meetings with parents allow us to meet their needs. Our parents have a desire to improve their technological skills and will use the resources at the school to enhance these skills. During the spring semester we will host a basic computer workshop for parents. The response to the workshop will determine how many we do.

Part 2 – Annual Goal

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

During the 2014-2015 school year, we will communicate with all parents using our newsletter. The publications will be sent twice during the fall and twice during the spring.

We will use the information from open school week to invite parents to join the School Leadership Team and Parents’ Association. The list of parents attending the afternoon and evening sessions will be used as key source of outreach. We will use this information to fill the vacant leadership positions on the SLT. The parents assigned to these roles will reach out to other parents and encourage them to join us for our monthly meetings

We use our intake process and final orientation session to hear the concerns of parents.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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 use the sign-in sheets from Open School Week to recruit parents for the SLT and PA.	Parents reporting to school for Open	November 14 and April 15	Colin Thomas, Principal and Ramon Rosado, UFT

	School Week.		Paraprofessional
Orientation will be used to make sure parents are clear about the expectations for their child as they move towards graduation.	The parents of all new admits	September and October 14 and February and March 15	Modesta Rodriguez, Assistant Principal
Our school newsletter sent twice each semester	All parents and staff	October 14, January, April, June 15	I

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The budget for the 2014-2015 school year will enable the aforementioned goals to take place.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
As we start the spring semester, we will review the aforementioned areas to make sure we have followed the above.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who need to pass the English Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	Our program allows teachers to assess the students skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.
Mathematics	Students who need to pass the Algebra Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	Our program allows teachers to assess the students skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.
Science	Students who need to pass the English Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	Our program allows teachers to assess the students skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.
Social Studies	Students who need to pass the English Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.	Our program allows teachers to assess the students skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students in need of social and emotional support. Teacher records, calls from parents or students self-reporting, to the support team.</p>	<p>Our staff is told to refer students in need of additional support to our support team.</p>	<p>One to one, or small group.</p>	<p>During the school day or after school depending on the specific needs of the student.</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school strives to hire only certified teachers. We collaborate with the HR representative from the network and also speak with college representative to find strong candidates. We make sure to use staff members from the respective department to be on the interview committees.

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).
The network provides an array of professional development options for teachers, principals and paraprofessional. In addition, we work with a consultant from Generation Ready and she works closely with teachers as they align curricula to the Common Core. She also provides PD on an ongoing basis.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	209,330	X	10 & 18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,594,792	X	10, 12, 14, 16 & 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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.

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 Regional 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. **[School name]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 480
School Name Bronx Regional High School		

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

Principal Thomas Colin	Assistant Principal Modesta Rodriguez
Coach type here	Coach type here
ESL Teacher Vanessa Paulino De Flanagan	Guidance Counselor Judith Salinas
Teacher/Subject Area Vicky Jaramillo/ Special Needs	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	266	Total number of ELLs	26	ELLs as share of total student population (%)	9.77%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out											4	7	15	26
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	4	7	15	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	4
SIFE	8	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	8	4	1	10	3	2	8	1	2	26

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	8	4	1	10	3	2	8	1	2	26
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											4	7	15	26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	7	15	26									

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)											1	2	5	8
Advanced (A)											3	5	10	18
Total	0	4	7	15	26									

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	17		2	
Integrated Algebra	12	12	10	10
Geometry	3	3		
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	4	4		
Living Environment	13	13	6	6
Physics				
Global History and Geography	17	17	5	5
US History and Government	14	14	3	3
Foreign Language			9	
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.
 Paste response to questions here:
 Response to questions 1-8
 ESL students will take the Periodic Assessment for English Language Learners during the Spring semester. All students take the Scantron

Performance Series in Reading and Math during the month of September. The results of these, and the NYSESLAT will assist the teacher in developing the instructional plan for the three levels of ESL classes. Over 70% of our ELLs scored proficient in the Listening/Speaking modality of the NYSESLAT, but must continue in the ESL program because they have not acquired proficiency in the Reading/Writing modality. Having identified this, our major focus will be made on developing vocabulary strategies, reading comprehension and writing skills to enhance students' learning in the content areas and pass the English Regents exams. We utilize ARIS to gather information about each student's prior academic achievements. In addition, the ELL teacher meets with the content area teachers to share strategies on ways to develop English content skills. The success of our ELL program will be measured by student's performance on the NYSESLAT. We expect students to improve by at least one proficiency level each year.

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

Paste response to questions here:
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](#).)

Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

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](#).)

Paste response to question here:

During the intake process, if the student and parent have limited english proficiency, the Assistant Principal incharge of admissions will assign the Bilingual School Counselor, Judith Salinas, to interview them in spanish. Students identified as new comers to the New York City public education system are required to complete the HLIS. The counselor will assist the parent while filling the HLIS. Based on their response in the survey, the ESL teacher, Vanessa Flanagan de Paulino may administer the LAB-R. In addition, the spanish speaking students will also take the Spanish LAB exan within 10 days of admission in our school. The exam will be

scored in house and the results will be delivered to the school's Borough Assessment Office.

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.

Paste response to question here:

Part of the admissions process at Bronx Regional High School requires all prospective students and parents to attend a New Student Orientation before being admitted. In addition to the general orientation, parents of ELLs are provided with literature and have the opportunity to view a video which details the three instructional program models available for ELLs in New York City public schools; Transitional Bilingual, Dual Language, and Freestanding ESL programs. The Assistant Principal and Bilingual Counselor are available to discuss and answer additional questions parents may pose.

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

Paste response to question here:

During the orientation, parents complete the Parent Survey and Program Selection form. Parents indicate the program preference for their child. While parents normally complete the form at the orientation, they may take the form home if they wish. Our guidance counselor follows up to ensure that the form is returned. We also provide entitlement for services for students who score below proficient on the NYSESLAT exam given in the spring. We make sure that the letters that are sent home to parents are translated in the parent's home language.

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.

Paste response to question here:

While we offer Freestanding ESL, parents may select any one of the three program choices for their child. Parents may select Dual Language, Freestanding ESL or Bilingual. Parents selection is indicated on the Parent Survey and Program Selection form. If a parent selects Dual Language or Bilingual, we work with the Office of English Language Learners to help parents find a school that matches their selection.

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.

Paste response to question here:

The NYSESLAT is administered to all ELLs each year. RLAT is used to determine the eligibility and performance level of each student. This report displays students' NYSESLAT scores over the past 3 years. Students take the test during their scheduled ESL class. The different components of the test are administered during the days that are allotted for each section. Students move on to the next section once the appointed days for that section have begun. Students do the speaking portion one on one during a free period.

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. 

Paste response to question here:

Parents have been selecting our Freestanding ESL program over the last couple of years.

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])?

Paste response to questions here:

ELL students spend the majority of their day in all-English content instruction and are brought together for one or two periods daily (based on their level of English in the NYSESLAT), for English-acquisition-focused instruction as determined by their New York State English as a Second Language Achievement Test (NYSESLAT). Advanced ESL students are programmed in one ESL class and one core English class and Intermediate ESL are programmed in two ESL classes

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)?

Paste response to questions here:

Our ESL instruction is delivered in Pull-Out model. Students spend the majority of their day in all-English content instruction and are brought together for English-acquisition-focused instruction in heterogeneous ungraded classes. Students are scheduled in ESL classes based on their level on the most recent NYSESLAT. Intermediate students receive 410 minutes of ESL instruction each week. Advance ESL students receive 205 minutes of ESL and 205 mins. of English Language Arts class each week

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.

Paste response to question here:

Content area subjects are delivered in English with some first language support in the subjects where the teacher speaks the same language as the students. Teachers differentiate instruction and use different approaches and methods to provide ELL students with a point of entry varying on their language skills. Teachers may provide students with annotated text, first language support, or a content area thesaurus. Students are grouped with students who have a strong grasp of the content area subject and the students' first language.

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

Paste response to question here:

Ells and Former ELLs take state examinations both in english and their native language.

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

Paste response to question here:

Students are instructed and assessed in all four modalities throughout the year both formally and informally in all the content areas. The tasks the students are assigned require them to read, write, speak and listen on an ongoing basis. The teacher grades their work and therefore knows the strengths and weakness of each student. The results from projects and class examinations determine how ELLs are assessed both formally and informally in the classroom.

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).

Paste response to questions here:

SIFE students are assessed through several diagnostic tests at the beginning of the year to see if there are any deficiencies in their content subject knowledge. Teachers work closely with students to fill in these knowledge gaps throughout the year.

Due to the fact that we are a transfer school, students arrive at Bronx Regional High School after attending other comprehensive New York City High Schools and consequently, we do not have any students who are classified as newcomers.

We support former ELLS with testing accommodations for up to two years after achieving proficiency in the English language.

Our lesson plans are structured, so we have multiple points of entry. These points allow students with varying skills to do the work in a manner that best meets their academic needs.

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?

Paste response to question here:

Response to questions 7-18:

Our ESL program is aligned with New York State's ESL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials. Classes include language arts instruction, and a focus on solid English as a Second Language program. The ESL classroom is equipped with Laptops, a Smart Board, text books, learning centers and an extensive classroom library with books for each level of proficiency. The library will be upgraded as our school focuses on the needs of our ELL population. ESL students are awarded the opportunity to further prepare for state Regents exams in block classes within our master program and during PM classes. The ESL teacher will also be available to provide additional support in PM Regents prep classes exclusively for English Language Learners. Ells are also programmed for one period of Spanish classes to meet New York State foreign language requirements. Newly enrolled ELL students are placed in a Family Group. This class allows a teacher and social worker to help students transition more smoothly into the school. This group, composed of no more than 15 students meets daily for half a semester (45 days). Two of the five days will be spent improving literacy and numeric skills. The remaining three days are dedicated to skill acquisition through assorted group building activities. As part of the intake process, all students take the Scantron Performance Series to better understand their academic needs in math and ELA. Teachers use this data to set individual student goals and devise ways to meet individual students' needs. We have Spanish speaking teachers in the Science, Mathematics and Social Studies Departments. These teachers are able to support the Ells by communicating in their native language. We offer block classes, after-school classes, and Saturday classes to provide students with additional instructional time to enhance their skills. Our school's schedule enables ELLs to spend a minimum of 4 periods with students who do not have limited English proficiency. We utilize flexible programming under NYC Special Education Reform to ensure ELLs with disabilities are served in the least restrictive environment to ensure maximum time in general education classes. This means they receive direct or indirect SETTS for at least one period each day. The majority of their academic time is spent in general education classes. The needs of our students determine the schedule that we are able to provide. We currently offer two Spanish classes and are prepared to consider other logical options. Our master program is modified twice over the course of the school year to meet the needs of our students

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?

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:			
Social Studies:			

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

Math:				
Science:				

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

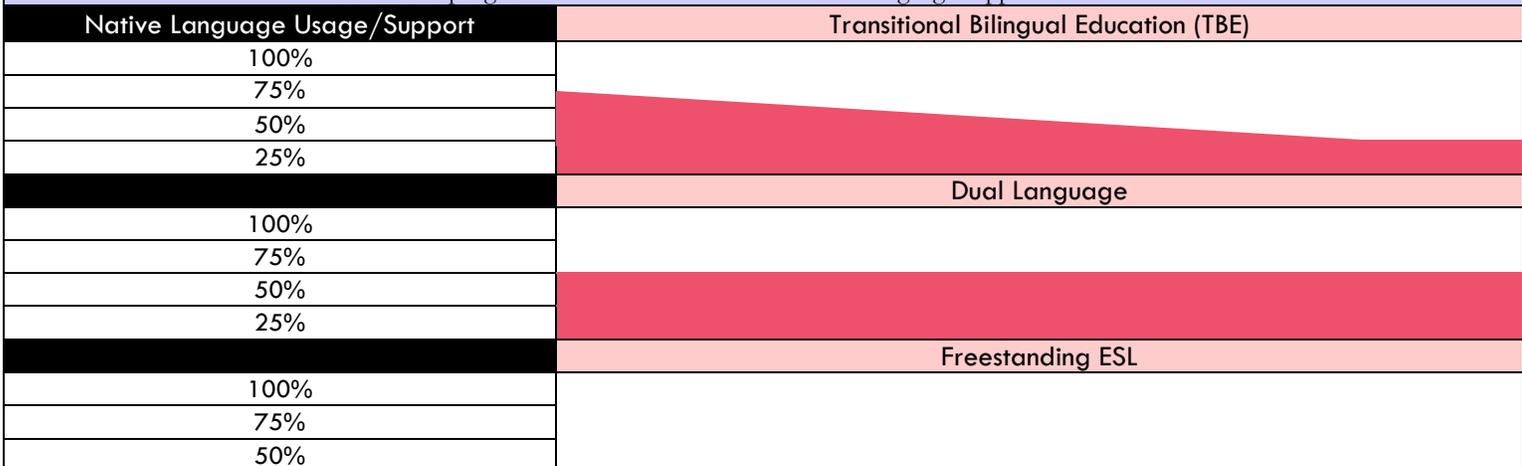
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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.

Paste response to question here:

Response to questions 7-18:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

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.

Paste response to questions here:

The ESL teacher as well as other content area and SETTS teachers participates in two weekly, 42 minutes department meetings. These sessions allow teachers to work together. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, among others to enhance students' language acquisition skills. The ESL teacher and other teachers are encouraged to attend outside professional development sessions hosted by our network. During these sessions, teachers are exposed to a variety of strategies such as diverse elements of Differentiated Instruction, the use of technology to enhance instruction, and students' language acquisition skills. In addition, this year, she will work closely with the English Department as teacher teams use students work to devise ways to help all students. The ESL teacher will also attend outside Professional Development. In addition, this year, she will participate in monthly ELL Institute. This Series of workshops consists of 5 sessions conducted by our Network and presented by AUSIE, among other presenters. Workshops focus on Text Complexity Model, Informational Texts Rubric, Reviewing classroom texts and exemplars, among other topics. The meeting dates for the 2013-14 school year are: 9/19/13; 10/17/13; 12/12/13; 2/13/13; 4/8/13; and 5/29/13. The ELL teacher turnkeys the PD she receives outside the building when she attends core department members. During these sessions she shares the common core strategies she is exposed to at the training sessions. The record of hours completed for mandated training is kept in the department binder.

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?

Paste response to questions here:

The age of our students and the frustration they and their parents have had in other schools limits the level of parent participation. However, we do have a small but active Parents Association Team and a School Leadership Team. Our Administrators and counselors meet with the parents during orientation and communicates with them throughout the year via newsletter and by telephone. Parents not proficient in the english language are identified during the intake process and are provided with translation during our orientation. We make every effort to assign a bilingual counselor to their child. During open school week in the fall and spring, parents are encourage to meet with teachers and their child's counselor. The newsletter is translated into Spanish and provides parents, students and staff with pertinent school information, dates of parent meetings, dates of school activities and highlight of student achievement. Parents are encouraged to join the PTA and the School Leadership Team. Teams meet monthly and a bilingual staff member is available to provide translation. In the past, interviews with parents, helped us to develop our focus. Our parents needed training in the use of computers and posed many questions on Immigration issues. As a result, we offered workshops on computer training and Immigration. We are prepared to offer these workshops again this school year. Also, activities to include parents in their children's education will be planned along with the Assistant Principal. Parents will be advised as to their child's progress and the graduation requirements set forth by the Department of the of Education. Workshops will be held for parents on the use of ARIS, New York State High School Diploma requirements, the college application process, among other topics. Sessions will be one hour of duration and will take place on a monthly basis. Parents will also be invited to participate in enrichment activities and field trips

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronx Regional High School

School DBN: 12x480

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas Colin	Principal		11/14/13
Modesta Rodriguez	Assistant Principal		11/14/13
	Parent Coordinator		
Vanessa Paulino De Flanagan	ESL Teacher		11/14/13
	Parent		1/1/01
Vicky Jaramillo	Teacher/Subject Area		
	Teacher/Subject Area		
John Cooper	Coach		
	Coach		
Judith Salinas	Guidance Counselor		11/14/13
Lisa Pilaski	Network Leader		11/14/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12x480** School Name: **Bronx Regional High School**

Cluster: **1** Network: **108**

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

Part A: Needs Assessment Findings

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

Our intake process allows us to determine the language spoken by each parent prior to the 30 day deadline as per Chancellor's Regulation A663. The second phase of the intake procedure consists of an interview with the parent(s). At this meeting, we make sure the parent completes the blue card, HLIS, and other documents. Once we determine the language of preference, we make every effort to make sure we can effectively communicate with the parent.

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.

We have approximately ten parents who do not speak English and their native language is Spanish. We use staff and SLT meetings to share this information with the community.

Part B: Strategies and Activities

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

Our Spanish speaking staff has proven to be very helpful. Our In-house school staff will be responsible for translating newsletters, flyers and letters. We are prepared to use vendors if the task becomes too much for our team. These parents are assigned to our bilingual staff. These staff members translate, write, and help parents during visits to the school. We have three staff members (Assistant Principal, Spanish Teacher, and Bilingual School Counselor) who are fluent in Spanish and they will translate all relevant documentation (newsletters, flyers, and letters). They are also prepared to speak with parents in person or over the phone to ensure that our non - English speaking parents are aware of what is happening in their school. In the event, we cannot accommodate a family we will reach out to the translation unit for assistance. We provide a translated version of the bill of rights and responsibilities to parents in need during intake. In the event that translation is needed our in house staff provides both written and oral translations.

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-house school staff will be responsible for translating for parents. This will be done on a one- to-one basis.

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>.

Our intake process allows us to determine the language spoken by each parent prior to the 30 day deadline as per Chancellor's regulation A663. The Assistant Principal and Parent one of our School Counseors are both fluent in Spanish. They will assist with translation at all times. Many of the documents are sent to the school already translated and they will be mailed home. Any other relevant documents will be translated and mailed home. We will also use our phone system to communicate with non-English speaking parents.