

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

DBN: (i.e. 01M001): **11X508**

School Name: **BRONXDALE HIGH SCHOOL**

Principal: **CAROLYNE QUINTANA**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 11X508
School Type: Community Grades Served: 9-12
School Address: 925 Astor Ave, Bronx, NY 10469
Phone Number: 718-944-3655 Fax: 718-944-3662
School Contact Person: Carolyn Quintana Email Address: Cquintana@schools.nyc.gov
Principal: Carolyn Quintana
UFT Chapter Leader: Caitlin DeRousse
Parents' Association President: Barbara Schiraldi
SLT Chairperson: Carolyn Quintana; Gideon Frankel, Principal's Designee
Student Representative(s): Alexandria Schiraldi, Jessica Smith, Cassandra Cuevas

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: Cstaple@schools.nyc.gov
Phone Number: 718 741-5852 Fax: 718 741-7098

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 404 Network Leader: Malika Bibbs

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)
Carolyn Quintana	*Principal or Designee	
Caitlin DeRousse	*UFT Chapter Leader or Designee	
Barbara Schiraldi	*PA/PTA President or Designated Co-President	
Shajaira Correa	DC 37 Representative, if applicable	
Alexandria Schiraldi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wanda Pucci	PA Treasurer	
Edith Cuevas	PA Secretary	
Nikisha Ramsaran	PA Member	
Karla Rodriguez	Parent Coordinator	
Gideon Frankel	Principal's Designee	
Cassandra Cuevas	Student Representative	
Jessica Smith	Student Representative	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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.

BRONXDALE High School is a college preparatory program that prepares our students to make effective post-secondary decisions through our innovative inquiry approach to instruction. This year, Bronxdale has the honor of being selected as a New York Performance Standards Consortium High School Pilot school.

"Learning is complex; assessments should be too." The Consortium regards performance assessment as a whole-school based accountability system. To support performance assessment, Bronxdale has implemented seven components ranging from establishing a culture of active learning to providing multiple ways for students to express and exhibit learning. That means students must be active participants in the learning process and will be expected to participate in hands-on, problem-based learning and, the development of performance based assessments. In their senior year, as part of the track toward graduation, students will present their PBATs before an independent review board of community members.

Our rigorous curricula and distributed counseling model foster a caring and academically challenging environment in which our students learn to ask questions, explore and research ideas, work collaboratively and improve their communication skills to be successful beyond high school.

Inquiry learning is a form of active learning where teachers provide students with the tools they'll need to explore concepts and participate in investigating a topic, guiding them toward mastery and understanding of the lesson's objectives. Progress is assessed by how well students develop experimental, problem-solving and analytical skills using content knowledge, rather than just how much factual knowledge they possess.

While we challenge all of our students to achieve their academic best, we align our curricula to meet students' varied needs and offer appropriate supports throughout. For those students who are performing on or above grade level, Bronxdale has implemented inter-disciplinary courses, AP options, and connected with College Now. For those students who may require interventions, we have implemented co-taught classes across the content areas, assigned a co-teaching ESL teacher to the Humanities classes, and created leveled ELA classes that include technology and small-group instruction.

In order to do this work well, Bronxdale's core classes are 60-minutes long, allowing teachers to use a workshop model through which students are engaged in direct instruction immediately followed by guided application of the learned information and concepts. This model helps incite curiosity, teaches students to think critically, and enables students to work their way through problems individually and collaboratively to reach their full potential and prepare them for the 21st Century world of college and work.

Our challenge is to ensure that the level of rigor we see from students in classes discussing, arguing in writing, and researching is reflected in the public measure that are high stakes Regents Exams. This is especially true for our students with disabilities who accrue credit, thrive in classes with the supports we offer, but continue to have difficulty passing the Regents exam on the first administration. This year we have started a grade-specific initiative to focus on the transfer of training from class prompt to exam task. Using analysis of multiple data points, including student work and mock Regents exam results, we hope to pinpoint students' needs to improve exam outcomes without compromising the instructional practice, that is tied to 21st Century learning skills and, which we are certain is reflective of how students learn best.

Bronxdale High School is a community where each student's voice is heard; we encourage student feedback and emphasize self-advocacy among our school-wide 5 Habits of Mind. We are committed to smaller classroom sizes and students have an opportunity to develop community in their close-knit advisory groups. Student government, youth court, and the Campus Student Council provide opportunities for students to be part of the school's decision-making and development.

We understand that the scope of the work necessitates that all stakeholder play a role in the development of the school

and the success of each student. As a reflection of this belief, the school has partnered with varied community-based and cultural organizations including Global Kids, CUNY-CAT, Opening Act, Vital Theatre, Discover Outdoors, Lincoln Center, Tribeca Film, Restaurant Associates, and the Center for Court Innovation. Each of these organizations plays a role in student achievement through varied activities that include the development of curricula, opportunities for field work, in-classroom consultations, teacher development opportunities, and after school engagement.

The school has academic partners that facilitate the development of teachers, and the student support team, as well. Through the Institute for Student Achievement, for example, the school gains access to content and counseling coaches, advisory support, and varied resources aligned to school development.

MISSION STATEMENT

Rooted in inquiry-based learning, Bronxdale High School is dedicated to fostering a realistic, relevant and hands-on educational experience for all students. Through collaboration, both in the school and surrounding community, students will be immersed in an environment that:

- Engages inquiry
- Promotes proactive learning
- Cultivates curiosity
- Supports student thinking and helps them to communicate with clarity & precision

in order to instill an intrinsic desire for life-long learning.

Advisory

Advisory group focuses on life skills, character education and college preparation. Advisors play a central role in student development by building a safe and positive school culture through which students may internalize the school's Habits of Success. Advisors are mentors and student advocates who build personal connections with students *and* families to help every student reach their academic, social-emotional, and career potential.

Habits of Success

The Habits of Success are life-long behaviors we want all students at Bronxdale High School to adopt, practice and internalize. Whether you are choosing to attend college or to join the workforce upon finishing high school, we want to be sure all of our students are well-equipped to succeed independently.

Habits of Mind: Innovation, Adaptability, Openness, Self-Reflection and Persistence

Habits of Work: Planning and organization, Productive use of time, Effective note-taking skills, Seeking information/help, Self-advocacy, Independence.

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.

As an inquiry-based school, questioning and discussion techniques are the foundation of our instructional framework. Teacher feedback and evidence from classroom observations reflect the need to focus on the depth of the questions, the strategies used to facilitate discussion (whole and small-group), and the level of student participation. We will review data from classroom observations *and* the MOTP Detail Report showing growth across HEDI in 3B: Questioning and Discussion.

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.

By June 2015, teachers will improve effectiveness on questioning and discussion techniques in the classroom, by one level, in order to better challenge students to think and argue effectively.

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: <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The principal will coordinate with the Institute for Student Achievement (ISA) to provide targeted support on discussion and argumentation via inquiry-based learning professional development opportunities. The ISA department-specific coaches will meet weekly with teachers from the Math, Science, English and Social Studies department to support the development of inquiry-based lessons/units that are grounded in discussion and argumentation.	Principal and APs will conduct weekly walk-throughs using a research-based tool/lens aligned to the school’s focus on effective questioning and discussion	September 2014 through June 2015.	ISA content coaches, grade team leaders, and school leaders

	techniques. The principal, AP, Network Coach and ISA School Coach will participate in a norming session using the research-based tool. Members of this team will participate in frequent co-observations of staff to build common understandings.		
English, Social Studies, Science, ESL and LOTE, and Special Education teachers have been trained and will receive in-classroom coaching on the GreatBooks shared inquiry approach to facilitate student-led Socratic seminar-style discussions and lead students through lessons on five levels of questioning. Math ISA coach and Math Team leader will work on developing questioning and discussion for the math department.	School leaders will observe classroom discussions (shared inquiries) using the Great Books methodology across content areas. School leaders will use reports in TeachBoost to gauge overall growth in Danielson's 3B.	GB training in August and coaching two times per semester. GB methodology and common planning will take place through June 2014.	School leaders, Great Books coaches, and above-listed teachers.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Using SIG monies, the school will secure content coaching and workshops through the ISA. Teachers have a scheduled team and common planning time during which to meet with the ISA. SWP monies were used to purchase texts as well as training for teachers and added in-school coaching.

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.									
	Tax Levy	x	Title I Basic		Title IIA		Title III	X	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. Data from classroom observations and Advance Tracking report showing growth across HEDI in 3B: Questioning and Discussion

2. February and June 2015

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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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. |

We want to create an environment in which collaboration means that students, staff and parents work together as a team to support students’ academic and social-emotional development – that’s a direct reflection of our belief in distributed counseling.

We saw a need to teach students how to better communicate and inter-relate in order to better prepare them for social interactions beyond high school.

Agendas and minutes from newly created SST will serve as evidence that we’ve created the committee successfully.

Reduced incidence rates will be evidence that the SST’s work has a positive impact.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, the school will develop a student support system that enables students to handle socio-emotional challenges to minimize disruptions to student learning as evidenced by decreased incidents, and increased mediations and parent conferences.

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			
SST	Reduced incidents and improved student engagement and achievement	October 2014 – June 2015	Gideon Frankel, AP, School Counselors, School Social Worker, Dean
Restorative Justice Approaches	Youth Court will be fully implemented and hearing	Continuation of work began last year, with	Youth Court/Culture Climate Committee and School

	at minimum two cases per week by Spring 2015 that leads to improved sense of community as measured by in-school student surveys as well as reduced incidents	training again in October 2014 through June 2015	Leaders; Student Youth Court members

Part 4 – Resources Needed

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

Scheduled meeting time during the school day so that all relevant staff may attend

TL funds to offer per session for teacher trainers/coordinators; scheduled time for meeting.

Part 5 – Budget and Resource Alignment

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

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

- 1.

Part 6 – Progress Monitoring

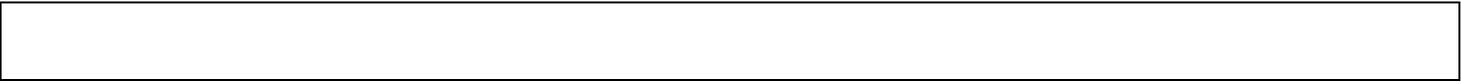
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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.

1. Agendas and minutes from SST meetings to monitor efficacy and relevance. Reduced incidents as per OORS reports to assess impact.
2. February 2015 and June 2015

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

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

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 want to create an environment in which collaboration means that students, staff and parents work together as a team to support students’ academic and social-emotional development – that’s a direct reflection of our belief in distributed leadership.

Research has shown that student achievement increases when teachers can support each other’s development and share effective practices. Colleagues can serve as experts and sources of information.

What we found was teachers needed targeted support on how to effectively lead their peers.

Teachers will use leadership competencies, Danielson rubric and pillars to self-assess leadership ability and level of comfort. The school administers a baseline and end-line in-house self-assessment survey and we ask teachers to participate in reflective practices including use of reflective writing.

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.

To develop teacher leadership capacity by June 2015 so that team leaders may help foster a culture of respect and continuous improvement across the school as evidenced by increased scores on in-house self-assessment surveys/reflective narrative.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
Administration has scheduled monthly meetings with Grade and Department Team leaders	Grade Team and Department Team leaders – in order to better facilitate team meetings and lead	August 2014-June 2015	Grace White, AP and Carlyne Quintana, principal

	staff through relevant PDs		
Site visits and leadership-specific professional development	Team leaders and teachers who have expressed interest in being part of the schools improvement/development plan	August 2014-June 2015	Grace White, AP and Carolyne Quintana, principal ISA Coaches C-PET at Columbia TC CFN 404
Online team agendas and action minutes, with feedback	Teacher teams	August 2014-June 2015	Grace White, AP and Carolyne Quintana, principal Team Leaders

Part 4 – Resources Needed

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

Google Site

Hours and funds set aside for meetings

Time for administrators to plan and implement activities to build leadership capacity

Funds set aside for PD costs, and for per diem to attend PD and visit other schools/teams

Access to resources including academic texts

Part 5 – Budget and Resource Alignment

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

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

1.

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.

1. Increased comfort and capacity according to the self-assessment in-house survey regarding leadership competencies and narrative reflection.
2. Mid-point benchmark in March 2015

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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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. |

We found that when leaders create and provide a supportive environment within which to develop, teachers are better equipped to provide rigorous instruction that can lead to increased student achievement.

New teachers have been invited to participate in monthly New Teacher Workshops that include a monthly self-assessment using components from the Danielson Framework. All teachers are asked to generate reflective packets once per semester for review with an administrator to support development. Finally, all teachers participate in periodic scholarship meetings using scholarship reports to identify strategies/practices that lead to success and those that require added attention/intervention.

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 administration will support teacher development, and improve teacher practice, for all pedagogues, including new teachers, so that by June 2015 the majority of teachers will show an overall improvement of .25 points in Advance as evidenced by the results of the MOTP Score Tracker, the MOTP Detail Report, and observation reports.

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			
School leaders will conduct short, frequent observations, providing actionable feedback verbally and in writing.	Principal and AP will conduct no fewer than two formative observations per semester for each teacher using a research-based	August 2014 through June 2015	School leaders, along with support from the Network, including the Advance Talent Coach

	template to provide targeted feedback		
The administration has secured content-specific coaching through the ISA, as well as program-specific coaching based on course taught.	Principal, AP and ISA School Coach will conduct weekly walk-throughs using a research-based tool/lens aligned to the school's focus on effective questioning and discussion techniques. The principal, AP, and ISA School Coach will participate in a norming session using the research-based tool. Members of this team will participate in frequent co-observations of staff to build common understandings.	August 2014 through June 2015	Institute for Student Achievement, as well as coaches from Great Books, College Board, Scholastic along with school leaders.
The school leaders will create a professional development plan for all teachers that includes: a New Teacher Workshop, workshops for educators based on strategies to address the needs of ELLs and SWDs, as well as targeted PD aligned to Danielson's Framework for teaching, the Common Core, the school's instructional framework and other content standards.	Teachers will complete a survey two times per year to evaluate the professional development opportunities.	August 2014, with a survey administered mid-year and again in June 2015.	Administrators in consultation with the Grade Team Leaders

Part 4 – Resources Needed

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

School leaders have led professional development sessions aligned to Danielson and ensure teachers' deep understanding of the 8 components to help improve instruction and student learning. Per session monies have been offered for August sessions as well as after school workshops. Grant monies were used to secure ISA support including weekly coaching. Teachers have been offered after-school and summer professional development opportunities, leveraged with TL funds for varied PD opportunities. In addition, per diem monies were set aside to send teachers to PD provided by the Network, the ISA, and other outside agencies.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

1. Overall growth as per the MOTP Detail Report and the MOTP Score Tracker. Review of reflective packets. Self-assessment surveys once per month during NTW.
2. February and June 2015

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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. |

Research has shown that students whose parents are involved in the educational process are more likely to experience success. The school has adopted this belief and is invested in bringing in parents as partners.

The school will invite a core group of parents to participate in the school’s first Parent Focus Group. Sign in sheets with consistent attendance at each focus group meeting will be used as data of the school’s success implementing the program. Improved outcomes on the school’s in-house parent engagement survey, along with the results of the School Environment survey will help the school determine areas of strength and those still in need of development.

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.

The school will increase parent leadership and engagement in every aspect of school life as evidenced by the creation and consistent facilitation of the Parent Focus Group and increased parental involvement by 2% across the varied initiatives by June 2015.

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			
The School has partnered with Mercy College to increase parent involvement to improve student achievement by improving parent leadership and developing a shared understanding of “what is parent engagement?” at Bronxdale. The school is hosting a monthly parent focus group under the direction of Dr. Aramina Ferrer from Mercy College.	Consistent attendance by parents for the focus group, creation of 4 action items to be completed in collaboration with parents,	Ongoing beginning November 2014, ending June 2015	Carolyne Quintana, Principal, Karla Rodriguez, Parent Coordinator, and Dr. Aramina Ferrer from Mercy College

	and creation of action plan to implement.		
The school has designated a space and allocated resources for a dedicated Parent Center where parents may attend workshops, use computers, meet with staff, or seek varied forms of support.	Inauguration of parent center, parent attendance at workshops, parents making use of resources.	Ongoing beginning August 2014, ending June 2015	Karla Rodriguez, Parent Coordinator
The school is increasing its use of social media to better communicate with/to parents.	Increased participation in school-related events; assessment of "how did you hear about this?".	Ongoing beginning August 2014, ending June 2015	Gideon Frankel, AP, and Karla Rodriguez, Parent Coordinator
The school is offering evening ESL classes, culinary classes and other enrichment opportunities in order to bring parents in to the school and better support their children academically.	Sustained attendance and improved language proficiency.	Ongoing beginning November 2014, ending June 2015.	Ana Menendez, ESL teacher; Chef Barone, culinary teacher; Karla Rodriguez, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Dr. Ferrer met with the principal and Parent Coordinator to plan. The PA consulted to further develop. Dr. Ferrer and Ms. Rodriguez will continue to work together using resources from Mercy.
Designation of a room, allocation of technology, and other resources, coordination with organizations to secure webinars, speakers, and literature.
Creating and joining: Twitter, Facebook, and Yammer. Hosting trainings for parents on PupilPath and disseminating information regarding the school's website.
Set aside of funding for per session, purchasing texts for parent use, and ongoing ESL training for teacher.

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.									

This goal is designed to increase parent involvement. See above.

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.

Increased attendance at restructured PTA meetings; consistent attendance at Focus Group meetings; improved survey results on in-school survey and School Environment survey.
March and June 2015

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	State assessment scores, SRI scores, scholarship reports, and teacher observation. Regents exam scores for Regents prep.	Stations-teaching model using Scholastic's Read 180 and System 44 software, leveled texts, and various reading strategies including word work, guided reading, and choral reading activities. After school Writing Center, and after school tutoring.	Mixed grades – by ability. Small group 6:1 ratio, stations teaching including leveled software, after-school tutoring	During the school day: Co-taught class, 60 minutes per day (18:1:1 ratio for whole-group) and 20 minutes per day (6:1 ratio for small group). After school targeted tutoring 4 hours per week. Saturday school 3 hours per week.
Mathematics	State assessment scores, mock Regents results, scholarship reports, and teacher observation. Regents exam scores for Regents prep.	Mixed grades – by ability. Intervention courses as needed After school tutoring.	Whole-group, small group, tutoring.	During the school day: Co-taught class, 60 minutes on alternating days. After school targeted tutoring 2 hours per week. Saturday school 3 hours per week.
Science	State assessment scores, mock Regents results, scholarship reports, and teacher observation. Regents exam scores for Regents prep.	Mixed grades – by ability. Mixed-grade intervention courses. After school tutoring.	Whole-group, small group, tutoring.	During the school day: Co-taught class, 60 minutes on alternating days. After school targeted tutoring 2 hours per week. Saturday school 3 hours per week.
Social Studies	State assessment scores, mock Regents results, scholarship reports, and teacher observation. Regents	Mixed grades intervention courses. After school tutoring.	Whole-group, small group, tutoring.	During the school day: Co-taught class, 60 minutes on alternating days.

	exam scores for Regents prep.			After school targeted tutoring 2 hours per week. Saturday school 3 hours per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from the grade teams out of kid-talk, referrals from individual teachers to the Student Support Team, parent requests, and student requests. May be tied to incidents or observations of concerning behavior.	Advisory Kid-talk Roundtables Individual & Group Counseling Social Worker for crisis intervention Student mediations Family Mediations Youth Court Other restorative practices. Assemblies: targeted and grade-level Expanded student life opportunities including: service, clubs, and activities	Small group advisory Kid-talk: Teachers discussing individual student's needs. Individual or Small group for counseling: weekly Mediations will vary Youth court sees 2 cases per week; 1 respondent each case.	Throughout the school day and after school.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment started in the Spring of 2014. School leaders established relationships with local teacher preparation programs including Teach For America, The New York City Teaching Fellows, and local, reputable colleges like St. John's, Manhattan College, and Hunter College. Through the ISA, the school reached out to Columbia's Teachers College as well.</p> <p>Because teacher retention necessarily leads to a well-developed instructional program, the school has invested time, funding, and effort into developing and supporting teachers, particularly new teachers. The school leaders facilitate monthly New Teacher workshops (open to all staff) and coordinate regular professional development opportunities in and out of school. The coaching model is prevalent at the school; coaches from the Institute for Student Achievement along with program-specific coaches support the school's task of developing and supporting teachers.</p> <p>Proficient teachers are provided with opportunities to take on leadership roles including ELL Coordinator, SpEd Coordinator, Department Representatives and, most significantly, Grade Team and Department Team Leaders. Team Leaders support teacher development by leading their teams through analysis of teacher prompts in coordination with student work to collaboratively provide feedback for improved teacher practice and, ultimately improved student outcomes.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The school's PD plan includes school-based PD facilitated by both administration and staff (including teachers and school counselors) on topics that will necessarily help the school meet its school-wide goals. PD topics are selected based on the Advance Tracker reports, input from coaches, needs identified via observations, as well as teacher feedback/requests.</p> <p>Teachers are provided with monthly workshops, targeted PDs, regular inquiry-based training as well as opportunities to attend the ISA's Summer and Winter Institutes.</p> <p>Teacher Leaders attend monthly team leader meetings with administration to help facilitate their own meetings and better support their peers.</p>

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.

The school has established teacher teams who attended the ISA’s Summer Institute to plan the school’s approach to curriculum and assessment for the year. This same group of teacher leaders was invited to the Advance training in order to co-facilitate professional development for teachers during the school year. The team leaders are on the MOSL committee that is responsible for selecting the school’s Measures of Student Learning based on the school’s instructional framework, historical data, and teacher talent. The Team Leaders lead teachers through analysis of baseline and mid-line data in preparation for the EOY MOSL. Team Leaders lead staff through the development of common strategies and protocols to be implemented across the team to address needs identified in the scoring and analysis of the assessments.

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	\$284,163	X	Pages: 10, 13, 15, 17, and 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$253,869	X	Pages: 10, 13, 15, and 17
Title II, Part A	Federal			
Title III, Part A	Federal	\$541	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,745,433	x	Pages: 13, 15, 17, and 20

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.

Bronxdale High School 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. Bronxdale 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. Bronxdale High School will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 508
School Name Bronxdale 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 Mrs.Quintana	Assistant Principal Ms. White
Coach type here	Coach type here
ESL Teacher Ana Menendez de Llano	Guidance Counselor Nick Boyiatzis
Teacher/Subject Area Josh Cuzzo/Global	Parent type here
Teacher/Subject Area Amy Goglucci/English	Parent Coordinator Karla Rodriguez
Related Service Provider type here	Other Anthony Santiago/Science
Network Leader(Only if working with the LAP team) type here	Other Mary Shields/Math

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	345	Total number of ELLs	19	ELLs as share of total student population (%)	5.51%
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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														
Discrete ESL class										3	3	3		9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	3	3	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	11

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	4			4			11		8	19

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	4	0	0	4	0	0	11	0	8	19
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	5	3		14
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
TOTAL	0	8	7	4	0	19								

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)										2	1			3
Advanced (A)												3		3
Total	0	2	1	3	0	6								

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	2			
Integrated Algebra	6		4	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	9		3	
Physics				
Global History and Geography	4			
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We administer the Home Language Identification survey (HLIS) to all parents. The guidance counselor meets with and interviews parents and students to determine LAB-R eligibility. Students who are eligible for LAB-R are tested by the ESL certified teacher within the first ten days of admittance. The NYSESLAT is given to all ELLs in the spring. NYSESLAT data is used to support the needs of ELLS

in ESL and content area classrooms.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The overall NYSESLAT score indicates that 16% of our ELL population is performing at the Beginner level, 53% is performing at the Intermediate level and 32% is performing at the Advanced Level
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Guidance counselors, content teachers and the ESL teacher are involved in the students' progress of all four proficiency levels. The data guides student programming and differentiated lessons that helps the individual needs of each student based on the NYSESLAT data.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) They don't take any tests in the in the native language.
 - b) School leaders analyze the ELL Periodic Assessment on ARIS to help teachers plan instruction for students' needs. Content teachers are given a list of ELLs at the beginning of the year.
 - c) Based on the results, the student's proficiency level must be used to provide the required amount of ESL instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL instruction is provided through a freestanding model. The guidance counselor, content teachers and ESL teacher help develop a schedule for ELLs based on their proficiency levels.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Through assessments in their content areas, data reveals that most ELLs are passing their content area classes. They are meeting credit requirements for promotion to the next grade level. Some ELLs need additional support with reading and writing.

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](#).)
At registration, parents are given a Home Language Identification Survey. An interview determines the language in which survey is given. Surveys are available in several different languages. Student is then given the LAB-R by a certified ESL teacher to determine eligibility for ESL services and placement. While registering students parents are asked to view the orientation video for parents of newly enrolled English Language Learners to be able to make an informed decision about program choices. LAB-R is given within 10 days of being admitted and in August, ELLs are programmed according to their most recent NYSESLAT score on the RLAT ATS report.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents are made aware that we only offer freestanding ESL at this time at their orientation. Translated versions of surveys and videos are available for parents. The ELL teacher, parent coordinator and guidance counselor are available to meet with parents and students throughout the year. During the meetings, parents learn about school community, state assessments and course graduation requirements. ELL parents are encouraged to meet during parent-teacher conference to discuss child's progress, strengths and goals.

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

Entitlement, non-Entitlement, Continued Entitlement Letters and Placement Letters are mailed home. A copy is also put in student's cumulative folder in the guidance office. Parent coordinator contacts the home if the letter is returned to get new information so the letter can be resent.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. The Home Language Identification Survey is administered to parents. The ESL coordinator reviews the ATS RLAT report to work with the guidance counselor to program student to the level of their most recent score. Parents are made aware that when we have the required numbers for a bilingual program(20 students) it will be implemented and they will be notified.
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.

Eligible ELLs are identified by the RLER ATS report. The NYSESLAT is given to grades 9-11. Letters are sent home to inform parents dates in which the NYSESLAT will be administered. The ELL students are administered all four components, a schedule is created to give ample time to administer all four sections.

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.  Since we are a new school we can only offer a freestanding ESL program. The trend indicates a freestanding ESL program with the requests of a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1 a) To better serve the low number of ESL students, we have a freestanding ESL program as well as co-teaching in content areas to support the ELLs

1 b) The students are grouped homogeneously in the freestanding ESL class. Students have the ESL class five days a week for 90 minute blocks. Students also travel together to content classes. The licensed ESL teacher co-teaches in their Global/History class for 45 minutes every other day to help support the ELLs.

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)?

Our freestanding ESL program is in compliance with CR Part 154. Beginning and intermediate levels receive 360 minutes and advanced levels receive 180 minutes five days a week for 90 minute blocks. They also receive co-teaching from the ESL teacher along with the Global/History teacher in grades 9-11 for 45 minutes every other day. Frequent conferencing between all content area teachers and ESL teacher provide additional support if needed. We also provide after school support.

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

The ESL program at Bronxdale High school is aligned with Common Core Learning Standards by the state. We incorporate all four language skills. We implement scaffolding and we are moving to argumentative writing using academic language. Our ESL classroom has a small library with different genres of reading and writing using material that is relevant. We also have bilingual dictionaries for support.

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

At registration, interviews are conducted with parent and student to determine fluency. Lexile scores as well as (SRI) scholastic Reading Inventory are also used as an assessment.

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

Instruction focuses on the development of all four modalities. A Read 180 program with ELL support books that has audio-visual are used on a daily basis.

6. How do you differentiate instruction for ELL subgroups?

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

a) At this time, we don't have SIFE students, but in the case we do receive a SIFE student we would offer targeted instruction in ESL in a small group instruction and try to pair them with a cultural buddy. Systems 44 which is a basic program for phonics and literacy would be implemented.

b) At this time, we don't have newcomers. In the event we do receive newcomers we would pair the student with a student that is academically stronger. Students are encouraged to go to one on one tutoring and after school support.

c) ELLs that are 4-6 years would be evaluated on an individual basis. Academic history would be analyzed. Instructional supports for NYSESLAT and Regents Prep would be offered.

d) For long-term ELLs, which is the majority of our population they are offered small group instruction on a daily basis. We also offer after school support/tutoring for all content areas. Credit recovery and Aventa online courses as well.

e) The plan for former ELLs is they are offered bilingual dictionaries and content area support. Regents prep classes and testing accommodations for the Regents.

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?

Materials and lessons are adapted to meet the individual need of the student. We use scaffolding, pair share, accountable talk, annotating as well as shared and independent reading. We are moving toward and implementing argumentative essays.

-Ascend Alegbra

- Great Books
- Read 180
- Springboard
- Systems 44

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?

SWD students are programmed in collaborative ICT classes where they are mainstreamed with the general population. They are heterogenously grouped to have greater opportunities for their short and long term goals. Using their IEPs all of the teachers will be familiar with the individual testing accomodations if they are ELL, SWD or ELL/SWD. All of cultural events, class trips, after school sports,etc enable ELLs-SWDs to achieve their proficiency and IEP goals.

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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

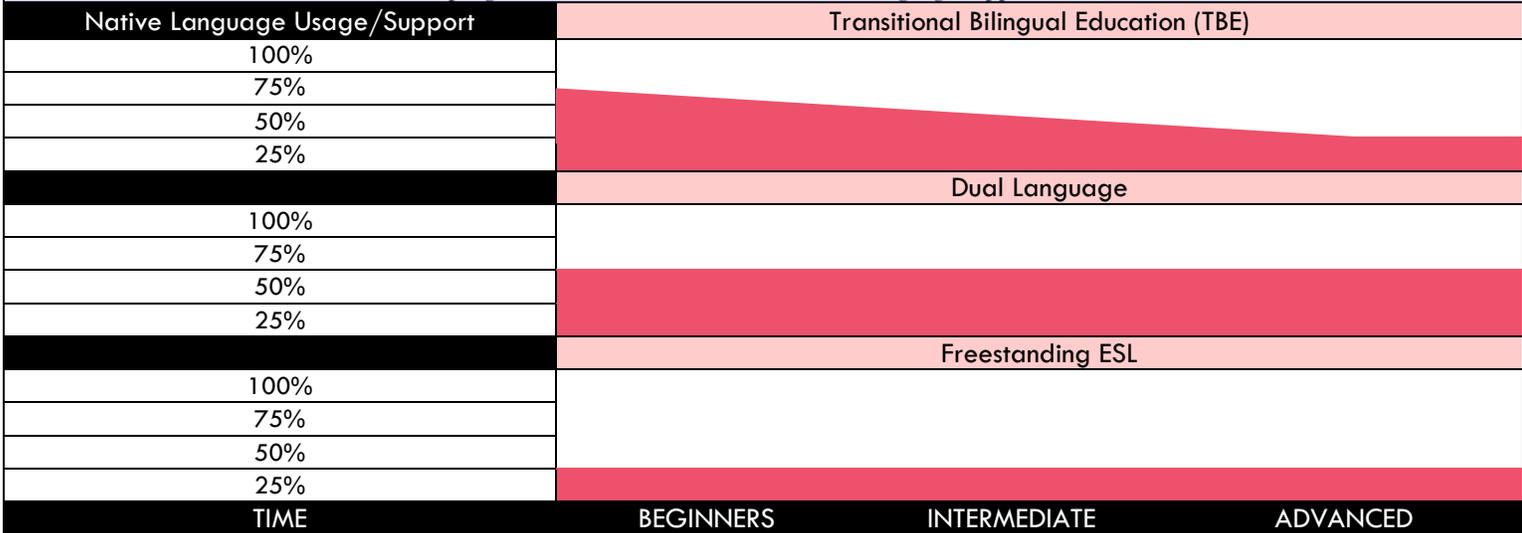
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We offer the targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English.
Academic intervention Monday through Thursday by content area teachers from 3:30-5:15
One on one tutoring in the content area with targeted intervention in ELA, math, science and social studies.
Meeting with guidance counselor and we will provide additional support as our ELL population increases.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As an indication of our success, our data reveals that our ELLs in both content and language development. We haven't had a graduating class since we are a new school.
11. What new programs or improvements will be considered for the upcoming school year?
We will be implementing a bilingual math class. Other programs will be determined by budget and need.
12. What programs/services for ELLs will be discontinued and why?
Not applicable
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are encouraged to participate in all after school activities and events through flyers, phone calls. ELLs participate in National Honor Society, PSAL teams, Common Food Pantry, and City Harvest.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Skedula is used to track student progress. Technology is used to support ELLs: Smartboards and computers enhance their experience. Their listening and reading comprehension needs are addressed through the use of Read 180 and differentiation.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Not applicable
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required support services and resources correspond for grades 9-11. ICT and guidance services support ELLs and all grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
In August, all incoming students and their parents are invited to attend the school's open house and orientation. They are given a tour of the building and an introduction to our programs.
18. What language electives are offered to ELLs?
Spanish is offered in their native language and as a foreign language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

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

Staff development is very important to our learning community. The only ELL teacher attends workshops and conferences. Attending these trainings allows ELL teacher to stay informed about new techniques, approaches and resources. All teachers also attend an ISA conference at the end of the school year. All faculty members are state certified and are in the process of meeting the Jose P. training which will be completed by this June.

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?

The parents of ELLs are always included and encouraged to attend everything our school has to offer. We also have a website that includes a monthly calendar, upcoming events, articles, resources for parents and teachers and a photo gallery. ELL parent are provided with Parent-teacher conferences, Individual Student conferences, PTA meetings, and Parent Forums. The primary language of the parents are identified through the Home Language Identification Survey and entered on ATS. Translated documents are available to parents that are in need of language assistance services. The Parent Coordinator also informs parents of student progress, and any documentation in their native language.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronxdale High School		School DBN: 11x508	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Quintana	Principal		10/31/13
Ms. White	Assistant Principal		10/31/13
Karla Rodriguez	Parent Coordinator		10/31/13
Ana Menendez de Llano	ESL Teacher		10/31/13
	Parent		
Josh Cuzzo/Global	Teacher/Subject Area		10/31/13
Amy Goglucci/English	Teacher/Subject Area		10/31/13
	Coach		
	Coach		
Nick Boyiatzis	Guidance Counselor		10/31/13

	Network Leader		
Mary Shields/Math	Other _____		10/31/13
Anthony Santiago/Science	Other _____		10/31/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **11x508** School Name: **Bronxdale High School**

Cluster: **4** Network: **404**

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.

In order to assess our 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. We use the home language surveys to make sure in what language to send notices. We also use ATS and Blue emergency cards. The parent coordinator and ESL teacher confer with the parents by telephone.

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.

Bronxdale High School is a small public high school in the Bronx, New York. It's one of 427 high school in the New York City Public Schools. It serves 345 students from 9th-11th grade. It has an overall student-to-teacher ratio of 18 to 1 or in special education 12 to 2.

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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and parent-teacher conferences. We have staff member who speak Spanish, Greek, and Albanian. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. ELL parent orientation materials will be provided in the native language and written translation will be provided by in house school staff.

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.

Oral interpretation will be provided by in house by school staff. We have staff members that speak Albanian, Greek and Spanish. Notices announcing special events will be translated into the native language as needed. Interpreters will be available to answer questions that parents may have. This will help the parents' understanding of their child's performance and how to help to improve their child's achievement. This will also encourage attendance to PTA meetings, parent-teacher conferences and parent activities. Teachers, paraprofessionals, secretaries and administration also attend these functions to support parents and students.

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>.

We will make sure that teachers notify the office prior to a parent meeting when a translator is needed. We may provide a school employee for the translation. We will also make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them, receive them.