

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X349

School Name:

BRONX RIVER HIGH SCHOOL

Principal:

GREGORY FUCHECK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx River High School School Number (DBN): 08X349
Grades Served: 9-11
School Address: 3000 East Tremont Avenue, Bronx, NY 10461
Phone Number: (718) 904-4210 Fax: (718) 904-4209
School Contact Person: Greg Fuchek Email Address: gfuchek@schools.nyc.gov
Principal: Greg Fuchek
UFT Chapter Leader: Shivanie Ramkhelawan
Parents' Association President: Naomi Lucas
SLT Chairperson: Naomi Lucas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Daria Rosa
Student Representative(s): Kevin Persaud
Kerrilina McCormack

District Information

District: 8 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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave., Bronx, NY 10462
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Gregory Fuchek	*Principal or Designee	
Shivanie Ramkhelawan	*UFT Chapter Leader or Designee	
Naomi Lucas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Daria Rosa	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kevin Persaud	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kerri McCormack	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Juliann McDonough	Member/ Teacher	
Jose Nora-Jimenez	Member/ Teacher	
Margaret Malloy	Member/ Assistant Principal	
Padmini Persaud	Member/ Parent	
Janeen Clayton	Member/ Parent	
Joan McCormack	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Bronx River High School's mission to ensure that our students are "college-ready" when they graduate. All decisions are made to ensure that we reach this goal. For example, we are partnered with Blue Engine (www.blueengine.org). Blue Engine was founded by Nik Ehrman, a former TFA educator. Blue Engine gets recent college graduates from top universities around the country to commit to serve as a Blue Engine Teaching Assistant (BETA) in a high needs school. This school year, we will have 16 BETAS in my school, four in every 9th grade ELA and Math class, and three in every 10th grade ELA and Math class, and two in our College Prep/SAT Prep class in 11th grade. This allows us to incorporate small group instruction on a daily basis in order to increase student engagement. Additionally, BETAS facilitate 2 hours of Extended Learning Time three days per week and lunch time ELT every day. My lead teachers meet with their BETAs three times per week: once for Progress to Goal monitoring for every student, and twice a week for planning high quality instruction. All Blue Engine high schools administer the same Quarterly Assessments throughout the year and the data is analyzed across all schools. Additionally, all freshman are programmed into our Achieve3000 class. This is an individualized, Common-Core aligned online reading program. In September, students are given a benchmark assessment to determine their lexile level. Then, we discuss with students what a college ready lexile level should be, and students monitor their progress towards reaching that level. In our ELA classes, student writing is graded using the 6-point CCLS-aligned rubric described above. It is noted on the rubric that an average score of 5 is college-ready, level 4 is what we want to see by the end of 10th grade, and level 3 by the end of 9th grade. We have bulletin boards in our hallways that track our students progress towards college ready in writing using this rubric. In math classes, we facilitate Saturday Mock Regents tests in order to prepare our students for the Common Core math tests. Students understand that they must receive an 80 or above on the Regents in order to be considered college-ready and to progress to the next course. We also incorporate college trips into our curriculum as early as 9th grade. For example, all 9th graders visit local colleges, such as BCC and City College, and all 10th graders visit college outside the city such as Marist College and SUNY Stonybrook. Lastly, all of our students are assigned an Advisory Teacher, with the expectation that students remain with their Advisory teacher for all four years. Advisory meets every day in 9th grade and then flips with gym for the next three years. The mission of Advisory is to ensure that at least one adult in the school is getting to know each student well, making sure their learning needs are met, and encouraging them to make good academic choices and plan for their future with high expectations. Advisories are designed to foster stronger teacher-student relationships and a stronger sense of community and belonging in students.

Our student population includes 25% students with disabilities and 20% English Language Learners. We offer ICT classes for both SpEds and ELLs as well as ESL classes for our beginner ELLs.

This year, we have made the most progress in creating a safe and supportive environment in our school. Through our Advisory program, our counseling office, town hall meetings, and other areas we have developed an environment of support for our students.

Key areas of focus this year, as identified in our Quality Review, will be on improving rigorous curriculum aligned to the Common Core Learning Standards and developing teacher pedagogy.

08X349 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	207	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		129.0%	% Attendance Rate		86.0%
% Free Lunch		76.2%	% Reduced Lunch		8.9%
% Limited English Proficient		13.9%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		2.0%	% Black or African American		31.7%
% Hispanic or Latino		53.5%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White		4.0%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		30.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		5.87
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		81.3%	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to our quality review, the school leaders ensure that curricula is aligned to Common Core Learning Standards and integrate the instructional shifts, there is not yet coherence across all grades and subjects. Rigorous habits and higher order skills are emphasized in curricula and academic tasks. Additionally, across classrooms, lessons are aligned to the school’s instructional focus and provide multiple entry points into the instructional lessons for learners. Teachers give actionable feedback based on data analysis and ongoing checks for understanding. This feedback allows teachers to make instructional adjustments to meet the needs of all learners and maintain high standards for each student. The strengths of the school are the intensive weekly writing cycle that results in high level literacy and college ready writing by the students. Students begin with an on demand writing activity followed by a one on one writing conference. Students complete the writing cycle by submitting a rewrite of the on demand all within one week. Writing growth is measured on a six point CCLS aligned rubric. In mathematics, our strengths are the daily formative assessment to identify students not making their learning targets. These students are then invited to ELT (extended learning time) for direct instruction of the targeted skill. Student progress is monitored using data trackers kept by lead teachers and Blue Engine teaching assistants. The needs of the school are to ensure rigorous Common Core aligned instruction across all content areas not just ELA and Mathematics.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The annual goal for improving student outcomes and school performance is to ensure all contents have CCLS aligned curriculum maps along with scopes and sequences with embedded performance tasks by October 31, 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our parent coordinator will facilitate a family night in which parents and guardians learn about the Common Core Learning Standards and the shifts in instruction by December 2015</p>	<p>Parents & Guardians</p>	<p>This parent meeting will be held by December 2015</p>	<p>Parent Coordinator</p>
<p>New teachers will be provided with professional development on curriculum mapping, including Understanding By Design methodologies, during our first cycle of weekly professional development along with time to peer-edit and revise curriculum maps. All curriculum maps will be finalized by October 31st.</p>	<p>New Pedagogues</p>	<p>This PD will be offered in September with working time in October in order to finalize maps by October 31, 2015</p>	<p>AP Instruction</p>
<p>Common Core Learning Standards based Professional Development will be provided for all teachers on a monthly basis. One block of 80 minutes of PD per month will be devoted to Common Core Learning Standards.</p>	<p>All pedagogues</p>	<p>This PD will be ongoing throughout the year. It will start on October 19, 2015.</p>	<p>AP Instruction and Aussie Consultant</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will use FSF to fund an Aussie Consultant. We will use Parent Coordinator funding to hire a parent coordinator. We will utilize the 80 minutes of weekly PD to facilitate the teacher PD.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

As of December 20, 2015, we will check to see that all pedagogues have attended the PD described above, and we will ensure that the Parent Night has occurred.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our 2013-2014 School Survey indicated that our overall satisfaction percentage for School Culture was 91% compared to the city average of 86%. Our year-to-date attendance rate is 87.8%, which was just short of our goal of 90% on our 2014-2015 CEP. We received a Proficient on indicator 3.4 on our Quality Review.

One strength in creating an environment where students feel safe and supported is through our Advisory program. Students are assigned one period of Advisory every day in ninth grade and then every other day in grades 10-12. The objective of Advisory is to create a strong relationship between each Advisory teacher and their advisees, so that every student is well-known by at least one staff member. Another strength is our Extended Learning Time after school and during lunch. All 16 of our BETAs are required to complete 2 hours of tutoring either after school or during lunch. Students are aware that if they are falling behind in any classes that they will be required to attend ELT to “recover” learning targets.

An area of needs will be in creating supportive environments within our classrooms. Advance data tells us that some teachers need support in creating classrooms of respect and rapport. Our average school wide score in Danielson 2a: Creating an environment of respect and rapport is 2.9, which falls below effective. Another area of concern is that on our School Survey, 40% of parents of students with disabilities responded that they did not know if students with disabilities are included in all school activities (lunch, class trips, etc.). This indicates that parents of students with disabilities need to have more information on student’s activities and progress at our school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our Annual Goal will be to increase our school-wide score on Danielson 2a to an average 3.2, representing an increase of 0.3 points, by December 1, 2015. This will be achieved by professional development on Danielson 2a during our weekly PD.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development on Danielson 2a for all teachers.</p>	<p>All Teachers</p>	<p>Two PD sessions during Sept and Oct.</p>	<p>AP Instruction</p>
<p>Learning Partners Program to identify best practices and model classrooms to help develop 2a</p>	<p>All Teachers</p>	<p>Throughout the school year</p>	<p>Ap Instruction</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The AP of Instruction will facilitate the professional development sessions on Danielson 2A. The Special Education Director will organize the two parent nights for families of students with disabilities.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will analyze Advance data on December 1, 2015 to determine if the overall average score school-wide has been met. We will also check to see that two parent meetings for students with disabilities have occurred prior to February 1st.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our current Professional Development Cycle relies on the Critical Friends Group model. Teachers engage in structured professional collaborations during which pedagogical practices, student work and common assessments are reviewed and analyzed. The work of teacher teams has strengthened teacher collaborations resulting in improvements to pedagogical practices and improvements in student learning outcomes.

The school’s strength is its Critical Friends Group professional development allowing teachers to discuss creation of lesson plans, performance assessments and implementation of best while providing feedback for their colleagues. Teachers work within groups that are arranged cross curricular as well as intergrade.

Additionally, teachers that work within the Blue Engine partnership classrooms have progress to goal and planning meetings scheduled into their days. These meetings allow for discussions and analysis of student work and assessments.

As a small school, it is hard to build department collaboration when many departments are made up of only one pedagogue. A need of the school is to increase collaboration despite the size of the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be an 85% increase in teacher collaboration as evidenced by the implementation of Critical Friends Group (CFG) protocol.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Bronx River High School will participate in the Learning Partners Program alongside three other schools in the building.</p>	<p>Teachers</p>	<p>Ongoing throughout the year</p>	<p>AP Instruction</p>
<p>Critical Friends Group training for all new teaching staff and CFG refresher training for existing staff.</p>	<p>Teachers</p>	<p>August 2015</p>	<p>AP Instruction</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The Learning Partners program is free. We will use existing budget to pay for Critical Friends Group training in August.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>There are checkpoints built-in to the Learning Partners Program where teachers meet monthly to share best practices. In February 2016, our school will present a mid-year progress report on our teacher collaboration at the LPP Showcase.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to our most recent Learning Survey, when teachers were asked the question “the principal at my school encourages open communication on important issues”, 56% strongly agreed, 33% agreed, and 11% disagreed. In addition, when asked “to what extent do you feel supported by your principal” 67% selected to a great extent, 22% to some extent and 11% select to no extent. In order to improve these results, the principal recently created a Principal’s Cabinet, comprised of department chairs from ELA, Math, Social Studies, Science, Special Education and English Language Learners. The cabinet meets once per week after school to discuss important issues facing the school. In addition, the principal and assistant principal have worked closely with our Talent Coach from the Office of Teacher Effectiveness to increase leadership’s ability to effectively observe teachers and offer meaningful feedback through the Advance application. However, the timely and effective use of the observation and feedback cycle needs to be improved. In some instances, too much time elapsed between observation and feedback for teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 90% of teachers will receive written feedback with actionable next steps with in 72 hours of a classroom observation

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create an observation schedule on a weekly basis that allows for observation and feedback within 72 hours for all teachers.</p>	<p>All teachers</p>	<p>Throughout the year</p>	<p>Principal</p>
<p>Presentation of Advance data to Parent Association by December 1, 2015, in order to keep parents aware of teacher quality within the school.</p>	<p>Parents/Guardians</p>	<p>December 1, 2015</p>	<p>Principal and Parent Coordinator</p>
<p>Incorporation of evidence of differentiation for SpEd and ELL students with every observation</p>	<p>Teachers</p>	<p>Throughout the year</p>	<p>Principal and AP Instruction</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Principal and Assistant Principal will continue to work closely with Office of Teacher Effectiveness to help develop the cycle of observation and feedback. Leadership will attend PD on effective feedback. Leadership will utilize per – session budget to ensure timelines are met.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Principal and AP will monitor observation cycle data on a monthly basis. Benchmarks for percent of observations completed will be analyzed on a monthly basis to ensure that the minimum required observations are completed by February 1, 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

On our most recent Learning Survey, parents 95% of parents were satisfied with our Instructional Core, 96% were satisfied with our Systems for Improvement, and 95% were satisfied with our School Culture. However, only 51% of parents responded compared to a city wide average of 54%. We would like to increase our response rate so that more parent voices are heard.

In addition, supporting evidence in our Quality Review noted that ongoing feedback to families is given via phone calls, letters, emails, and through Skedula, our online Student Information System, for which parents have access. It was noted that parents expressed that school leaders and teachers shared information through ongoing communication.

However, we have had very limited special events for parents to keep them engaged in the school community. We need to increase the level of interaction with parents. We currently do not have a parent coordinator as we did not meet the 300 student threshold to receive funding for a parent coordinator.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2016 parent participation or parent outreach will increase by 10% as evidenced by outreach logged into the PCAR system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Hire a parent coordinator	Parents	September 9, 2015	Principal
Implement a minimum of two parent workshops during the fall semester, such as how to use Skedula, Multi-cultural night, How to read a Transcript, etc.	Parents	February 1, 2016	Parent Coordinator
Develop a monthly newsletter that is sent home to parents and families	Parents	October 1,, 2015	Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>TL Parent Coordinator budget. Professional development for parent coordinators.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>On October 30, 2015, the Principal and Parent Coordinator will meet to ensure that our first Parent Newsletter has been developed and sent to families, and ensure that the two parent workshops are scheduled.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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)	Student lexile levels in addition to student writing assessments and the six point CCLS aligned rubric.	Students will receive intervention through a programmed class teaching preliminary reading skills including decoding and word recognition.	Services will be delivered in a small group setting.	Services will be provided during the day.
Mathematics	AIS services will be determined based on daily formative assessments including quizzes, exit tickets and learning targets that show whether students are hitting their learning targets.	Targeted extended learning target will include direct instruction and re-teaching of the missed learning targets.	Services will be provided in small groups or one on one.	Services will be provided during lunch and after school.
Science	Student performance on daily quizzes, exit tickets and performance tasks.	Students will receive additional support through re-teaching, supplemental materials and guided instruction from the teacher.	Services will be provided in small groups or one on one.	Services will be provided during lunch and after school.
Social Studies	Student performance on daily quizzes, exit tickets and performance tasks.	Students will receive additional support through re-teaching, supplemental materials and guided instruction from the teacher.	Services will be provided in small groups or one on one.	Services will be provided during lunch and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services will be provided based on student attendance.	Counseling from social worker and/or guidance counselor.	Services will be provided in small group counseling.	Students will receive counseling during the day.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>We will continue to fill vacancies by seeking highly-qualified teachers and putting applicants through a rigorous interview and demo-lesson process. We look for candidates through TeachNYC as well as through highly-regarded teacher preparation programs such as Math for America, NYC Teaching Fellows, Teach for America and other programs. Teachers are informed about our school model and mission, and must be willing to support the work we do in order to join the team. Once teachers are on board, we hope to increase teacher retention due to our establishment of a Professional Learning Community, where we establish a collegial and supportive environment. Teachers collaborate during common planning time, our annual retreat, and whole staff meetings. Teachers are given assignments based on their license, their talents, and their preferences. Teachers complete preference sheets every year and a schedule is based on the needs of the school and the students. A professional development plan is created that takes into account teacher preference, our school's instructional focus, and key areas for improvement as identified through observations and feedback.</p>

2b. High Quality and Ongoing Professional Development

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school implements quarterly assessments, aligned to NYS Common Core or content-specific standards, each year. Teachers are offered professional development on how to analyze students assessments to inform instruction. After each quarterly exam, our teachers do an assessment analysis and present that data at department, grade level, and whole staff professional development.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	189,192.00	x	5A, 5B
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,215,551.00	x	5A, 5B

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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. The Bronx River 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. The Bronx River 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, School Quality 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

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

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Bronx River High School</u>	DBN: <u>08x349</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>41</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Begin description here:

The direct instruction supplemental program will take place after school to ensure that ELLs are academically successful at Bronx River High School. This program will include direct instruction of current content from core classes as well as direct instruction on Regents prep material for ELLs. The rationale for direct instruction in this manner is to ensure ENL students are comprehending and mastering the necessary learning targets to be academically successful throughout the year. While reviewing our Regents' pass rates, the trend showed that ENL students were not passing Regents exams at a high rate. Direct instruction as Regents prep would help to ensure that ELLs are passing the Regents. This with direct instruction of necessary learning targets will help to ensure that ELLs are acquiring necessary credits, passing mandated Regents and being academically successful throughout their high school career. This will prepare them for graduation within four years and land them on the path of "College and Career Readiness". This after school direct instruction will be available to any ENL student no matter their level of English acquisition. All grades, 9-11, will be able to attend. This after school program will take place on Wednesdays and Thursdays from 2:45-4:30. The instruction will be provided in English with native language supports when appropriate and available. The instructors will be one ENL teacher and one content teacher. Materials to be covered will be aligned to materials that are being covered in content classes. Textbooks, bilingual dictionaries, laptops, Promethean boards and electronic dictionaries will be used.

Part C: Professional Development

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

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

Begin description here:

In order to ensure that teachers of ENL students are properly prepared we have set up a Professional Development Schedule focusing on Hochman writing and Critical Friends Group. Hochman writing is a successful writing strategy that teaches writing starting with a basic sentence and working up towards a five paragraph essay. We have used this method for the past two years and have seen great growth in our students' writing, especially the writing of our ELLs. Along with Hochman, we have teachers work together in Critical Friends Groups to improve their practice. These groups along them to focus on best practice of instruction, analyzing student work, identifying best practices of ENL students including appropriate modifications, differentiations and native language supports. These groups meet and work together every Monday for the duration of the school year. This consistent and comprehensive professional development allows for teachers to share best practices, discuss and practice putting them into place in their classrooms, reflect on successes and challenges and work towards continued improvement. These Professional Development sessions runs from 2:45-4:05pm every Monday. This time for professional development is allocated out of the UFT contract and is not being paid for by Title III funds.

Part D: Parental Engagement Activities

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

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

Begin description here: _

The Bronx River High School will have activities targeted towards parents of ELLs that will impact higher achievement for ELLs. In order to do this, The Bronx River High School will have three workshops throughout the year for parents of ELLs. The first workshop will be dedicated to discussing the paths to graduation. It will cover the New York State requirements for graduation. Parents will learn and understand the requirements of credit accumulation and Regents exams in order to earn a high school diploma. During this workshop, parents will be provided with a copy of their child's most recent transcript. They will review the transcript with a staff member to have a clear understanding of what their student has already accumulated and what they still need in order to graduate. The second workshop will be for parents of ENL students in the 11th grade. It will focus on the college application process and what to expect as our students approach graduation and prepare for college. The third workshop will be open to parents of ELLs in all grade levels. It will cover ways in which parents can support their students academically including use of the online grade book, the new parent coordinator and an understanding of the courses students must take in high school. All ENL parent workshops will last for two hours. They will take place during the evening after school. They will be facilitated by the staff at Bronx River High School including the Assistant Principal, ENL teachers, College Prep teacher and the parent coordinator. Parents will be notified by phone calls as well as letters mailed home. Translation and interpretation services will be provided.

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-

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition 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 ENL teacher, and one parent.

Principal Gregory Fuchek	Assistant Principal Margaret Malloy
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Justin Chapura	School Counselor Linda Barrientos
Teacher/Subject Area type here	Parent Manelis Mendez
Teacher/Subject Area type here	Parent Coordinator Pamela Zaiter
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Caron Staple	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	314	Total number of ELLs	41	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	11
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	22	3	2	7	1	4	12		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										21	7	5		0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic											4			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1		0
Other										2				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										5		1		0
Emerging (Low Intermediate)										3	2	2		0
Transitioning (High Intermediate)										4	2	1		0
Expanding (Advanced)										12	6	1		0
Commanding (Proficient)										2				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	10	0	7	0
Geometry/CC Algebra	1	0	1	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	6	0	1	0
Living Environment	17	0	3	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	10	0	0	0
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess early literacy skills of our ELLs, we use the Achieve 3000 program online literacy program. In the beginning of the school year, all students in the ninth grade take a baseline assessment that provides the school with a lexile level which corresponds to a grade. This assessment is used to see the literacy level of 9th grade ELLs. Additionally, across all grade levels, Bronx River uses teacher-created assessments to get a baseline of literacy skills in the beginning of the year. Literacy is measured throughout the year and compared with the baseline to get an accurate measure of students' literacy growth. Through our partnership with Blue Engine, in the ELA classes, students take a baseline assessment in the beginning of the year and then five more assessments throughout the year to ensure academic progress and growth. We also use the NYSESLAT scores from the previous year to look at the levels of proficiency in both reading and writing for ELLs. The data shows that the overwhelming majority of ENL students are low in their levels of literacy. Our ENL students are scoring below the desired goal of a 3.5 on 6 point rubric as ninth graders. Additionally, our ENL students are scoring lower than the desired 4 as tenth graders and 5 as eleventh graders using the same rubric. Our ENL students are lower in reading and writing than in listening and speaking. This data of ENL literacy levels helps to inform our school's instructional plan. Our instructional focus is literacy across the curriculum. We use literacy in all content areas to ensure that all students have a solid foundation in it. We provide students with a 45 minute period of Achieve 3000 on a daily basis to increase reading comprehension of non-fiction informational texts. We use the Hochman writing strategy in all classes to help students build a strong understanding and ability in quality writing of sentences, paragraphs and essays. Students also participate in the writing cycle throughout the year. This writing cycle allows for students to improve their writing through specific and actionable feedback provided during a one on one writing conference with a teacher or teacher's assistant. The literacy data of ENL students has helped inform our instructional focus and our plan to improve literacy amongst ENL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns show that across all grades, ELLs are making progress through credit accumulation in each grade. However, our NYSESLAT data shows that newcomers are progressing more quickly in the beginning. Long term ELLs show a plateau of growth on the NYSESLAT. This plateau is most frequently found in the modalites of Reading and Writing, while LTEs are commanding in Listening

and Speaking. Data from the NYSITELL shows that newcomer students are emerging in their proficiency of the modalities of English. The NYSESLAT revealed that the majority of our students are expanding however we do have students in every level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the information from the Annual Measurable Achievement Objectives to see how our ELLs are doing and what upward growth they are having. We use it to assess ENL progress toward graduation as well as ENL progress compared to that of non ENL students. Our AMAO shows that we currently have ten under credited ENL students based on age.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Ells are making academic progress through credit accumulation. There are some LTE's that are not making significant academic gains and credit accumulation. Motivation seems to be the biggest hinderance. ELLs are scoring higher and showing more writing growth in English than in their native languages. However our ELLs are struggling with passing the Regents. In all grades, there is no clear pattern as some ENL students are gaining necessary credits and passing the required New York State Regents while other ENL students are not. This is apparent in 9th, 10th and 11th grade.

b. Bronx River High School does not administer the ELL periodic assessments. Ells participate in the school wide MOSL due to the nature of the school program model.

c. Bronx River High School does not administer the ELL periodic assessments. Ells participate in the school wide MOSL due to the nature of the school program model.

Our MOSL program uses New York State wide assessments (high school Regents). We look at at the data to see how ENL students are doing on their Regent exams in comparison to non ENL students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

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

When making instructional decisions, a student's new language is considered through the following criteria. We make sure that the instruction is within the zone of proximal development for ELLs and that with the instruction there are language scaffolds and native language support to ensure access to the curriculum for all ELLs. Additionally, content area teacher and ESL teachers co-plan and co-teach to ensure that the instructional decisions are made to be supportive of all ELLs and their academic success.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

The success of our program for ELLs is evaluated using the following criteria: ELLs year credit accrual, ELLs Regents scores and pass rates, individual growth of NYSESLAT scores and the emotional and social well being of ELLs at Bronx River High School

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

Upon enrollment of a student new to the DOE, the assistant principal and former ESL coordinator, Margaret Malloy, administers the home language survey and an oral interview with the student and the parent within ten days of enrollment. If it is determined that the home language is a language other than English and it is appropriate to administer the NYSISTELL, the ESL teacher, Justin Chapura, will administer and scan the NYSISTELL. If the parent's and student's native language is a language other than English or Spanish, we will contact the Office of Translation and Interpretation for support.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment, newcomer students will be administered the SIFE questionnaire to determine their SIFE status. In addition to this questionnaire, teachers will formatively assess student work to assess student academic levels.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Bronx River's Language Proficiency Team is made up of the following four members: Margaret Malloy (assistant principal), Juliann McDonough (Special Education Coordinator), Justin Chapura (ESL Teacher) and Bessi Fernandez (social worker). The identification for newly enrolled students with IEPs starts with a meeting between the Language Proficiency Team and the student and his/her parent. The LPT team reviews the student's English language development and as a team decides if the student will take the NYSITELL. If the team decides that the student should take the NYSITELL, the ENL identification process is continued as usual. If the team decides the student should not take the NYSITELL, that recommendation is sent to the principal. If the principal decides the student should take it, the NYSITELL is administered. If the principal decides that the student should not take it, notification is sent to the superintendent as well as the student's parent is notified. Upon review, the superintendent or designee decides the status of the administration of the NYSITELL. This decision either terminates the identification process or the student takes the NYSITELL and the outcome of that decides the student's ENL status.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Bronx River ensures that entitlement and non-entitlement parent notifications are distributed within five school days after the NYSITELL is scored and scanned by the ESL teacher generating these letters in the parents' home language and having the office send out the letter. A copy of the letter is kept both in the student's cumulative folder as well as the BRHS ESL Compliance binder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Along with notification of their student's ELL status, parents are also notified by letter that they have the right to appeal the status within 45 days of enrollment. Letters are generated in the parents' home language to ensure comprehension of the appeal process and parental rights.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When parents enroll their child at Bronx River High School, they are given a home language survey as well as an oral interview. Upon the results of the HLIS, students take or do not take the NYSITELL. If the student's NYSITELL results show that the student is entitled to ENL services. The parents are then introduced to all three program choices and given the choice for which they want their child enrolled in. During this introduction and orientation, all three programs are explained and the informational video is shown to parents. Parents are then given the Parent Survey and Program Selection form and asked to make their preference. If the parent's native language is not one that is fluently spoken by a member of the Bronx River staff, we reach out to the Office of Translation and Interpretation for support. The parent video and explanation of the program is done by the following three staff members: Margaret Malloy, Assistant Principal, Kristen Fasolino, ESL teacher and Justin Chapura, ESL teacher.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

In order to ensure that Parent Survey and Program Selection forms are completed and returned we stress the importance of returning in a timely manner by discussing with the parents the importance during the initial oral interview. If parent does not choose the program at the end of the meeting and after the video, the parent takes the letter home to decide. Upon decision, the letter is returned to the school. If letters have not been returned, we speak to the student as well as call home and send additional reminder letters. The staff responsible for the collection of Parent Survey and Program Selection forms are Margaret Malloy, Assistant Principal, Kristen Fasolino, ESL Teacher and Justin Chapura, ESL Teacher. Parent program choice is monitored by collection of letters in the ESL binder. There is a spreadsheet to mark which choices have been made and the numbers of students per selection is monitored. The letters are created using the templates available on the Division of English Language Learners website. We ensure that parent letters are generated in the preferred language of the parent when available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Unreturned forms are monitored by reviewing the paperwork of those families that were given Parent Surveys and Program Selection forms. Returned forms are copied and kept in both the ESL Compliance binder as well as in the student's cumulative folder.

9. Describe how your school ensures that placement parent notification letters are distributed.

To ensure that placement parent notification letters are distributed to the parents when they accompany their student to the school. The parent is asked to do this based on the results of the student's NYSITELL assessment. When the parent is at school to watch the informational video and go over program selection, the parent is provided with the placement letter. If the parent does not come in to the school, a notification letter is sent home. The mailing and monitoring of these letters are taken care of the ESL Coordinator, Justin Chapura.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is retained for each child by keeping all documents in the ESL Compliance binder in the main office. Additionally, a copy of all the documentation is placed in the cumulative folder of the student.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- In order to ensure that all entitled students take the NYSESLAT each year, the school runs an RLAT report from ATS to cross reference eligible students. Once all the proper students have been identified, a schedule is created for to ensure that all students take all four modalities of the exam. To administer all sections for the New York State English as a Second Language Achievement Test (NYSESLAT), a schedule is created to ensure that all students are able to take all four parts of the exam. The schedule fits within the permitted windows for testing while allowing scheduled time for make ups. The schedule is broken up by modality; all students take one modality before moving on to the next. Teachers that administer the NYSESLAT will attend PD workshops on the administration of the exam before the exam starts. The schedule is created to start the examination process right when the window opens to account for student make ups. Any student that misses one or more sections of the NYSESLAT will be added to the make up schedule. The make up schedule ensures that all students take every modality. Additionally, ENL students with poor attendance receive phone calls explaining the importance of the NYSESLAT and their attendance during the testing window before the exam starts. Before the exam, the ESL teacher communicates with students and parents to make sure all stake holders are fully informed of the exam and the importance of each ENL student taking all four parts of it.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL coordinator sends home all entitlement and transitional support parent notification letters to ensure that parents are fully informed after obtaining NYSESLAT results in August. A copy of the letter is kept in the binder as well as the signed letter once it has been returned. Parents sign off to acknowledge that they are aware of the continued entitlement and transition support their child is receiving. These letters are sent home in the parent's preferred written language, when available, to ensure comprehension of the content
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Unfortunately, as a high school, many of our students enter ninth grade with a missing Parent Survey and Program Selection form in their cumulative folders. However, after reviewing the forms that we do have, it is evident that there is no clear trend. All the program models are chosen evenly from parents. The only program model that we offer is Free Standing ENL. As we grow in capacity, we will be more able to build alignment between parent choice and program offerings. When a parent option does not match the school program we inform the parent and provide any assistance needed to ensure that parental choice is being honored.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
- In our Freestanding ENL program, instruction is delivered for all ELLs of levels of English acquisition. This integrated model puts an ENL teacher and a content teacher into the classroom at the same time. This free standing ENL program integrates language and acquisition to ensure that all ENL students of each proficiency level are receiving the proper amount of mandated service minutes. This integrated model allows for ENL students to be receiving their ENL support and and acquisition while not missing any of the crucial content. Native language support, vocabulary and direct writing, speaking, listening and reading instruction is provided through this integrated model. All ENL students of all levels receive this integrated ENL support in their content classes. Additionally, all students that are classified as entering or emerging in English language acquisition receive 45 minutes of daily instruction in a standalone ENL class. This class covers the instruction of grammar, language and content. ELLs are grouped based on same grade level in order to ensure proper compliance with the mandated instructional minutes. Within these groups, there are heterogeneous proficiency levels. Due to scheduling being based on grade level, each co-taught ENL

class has varying levels of English proficiency. Additionally, ELLs with IEPs are scheduled so they are receiving both ENL and Special Education services.

b. TBE program. *If applicable.*

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Mandatory instructional minutes are provided based on each proficiency level. In August, when NYSESLAT results are first published, each ENL student is given a schedule based on their level. This schedule ensures that students are receiving the minimum number of mandated instructional minutes each day. This is ensured by creating a schedule for the ESL teachers to co-teach content classes and ensure that ESL instruction and support in core content classes. Explicit instructional minutes are delivered differently throughout the day. Students that are entering or emerging in ENL receive 45 minutes a day of direct explicit ENL instruction in a stand alone class. During their ELA class, students receive instruction through both the content ELA teacher and ENL teacher in a co-taught environment. For the five proficiency levels, students receive the following number of mandated instructional minutes each week: Entering students receive 540 mandated instructional minutes per week, Emerging students receive 360 mandated instructional minutes per week, Transitioning students receive 180 mandated instructional minutes per week, Expanding students receive 180 mandated minutes per week and Commanding students receive 90 minutes of mandated instruction. Specific scheduling considerations are taken when programming the students for ENL services. Core academic content classes are prioritized. Literacy is seen across the curriculum therefore ENL services are provided in all core classes to ensure student growth, comprehension and success.

3. Describe how core content is delivered in each program model. 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.

Core content is delivered in our Freestanding ENL program in English through sheltered English. Sheltered English allows our ENL students to receive both English and content instruction in the classroom. Each classroom is supplied with textbooks, in English and the native language when available, bilingual dictionaries and word walls. Native language supports are used throughout the classrooms including bilingual texts, bilingual word walls and teachers that speak fluently in more than one language. In the classroom, material is delivered through direct instruction and mini lessons which lead to group work and end in independent practice. The ENL teacher provides content area support in the classroom through the collaboration with the content teacher. This collaboration allows for the ENL teacher to know and deeply understand the content material. This structure allows students to meet the demands of the Common Core Learning Standards while fostering their language development at the same time. These methods are in alignment with the Common Core Learning standards in that students are working with more rigorous non-fiction informational texts in the ELA classes. Students are able to understand the mathematical analysis and concepts behind the work and thinking more critically in the classroom. Groups are mixed heterogeneously for ENL levels of transitioning to commanding. ELLs that are entering or emerging work together in a group in order to receive additional language support from the ENL teacher.

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

Do to the nature of our Freestanding ENL program, students are evaluated in English throughout the year with native language support.

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

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through various measures. While reading, writing, speaking and listening are covered in all classes, it is more directly evaluated in the ENL and ELA classes. Writing is evaluated using our weekly writing cycle. This cycle allows students to create an answer to an on-demand writing prompt. Their writing is assessed and students meet with the teacher and/or teaching assistant for a writing conference. This is an oral conference in which their listening and speaking skills are evaluated. After the conference, students complete a rewrite of the original writing piece. This rewrite is assessed and measured against the baseline writing prompt students completed in the beginning of the year. This cycle allows us to track writing growth of each individual student throughout the year. Additionally, to appropriately evaluate reading throughout the year, students use the Achieve3000 online literacy program. The Achieve3000 baseline levelset administered three times throughout the year allows us to measure and assess students' English reading acquisition throughout the year. ELLs are assessed in listening and speaking through more formative assessments such as oral presentations, group projects and one on one conversations with teachers. Throughout the year, all four modalities of English acquisition are appropriately evaluated by the ENL teacher as well as the content teachers.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Instruction is differentiated for the following ELL subgroups as explained below. For SIFE students, instruction is designed to focus on academic skills that may be missing due to the interruption in formal education. Supporting students in gaining these skills will allow students to meet the demands of the Common Core Learning Standards over time. For SIFE students, instruction is differentiated to meet them where their needs are and build from there to reach grade level academic work. Within the Free-Standing ENL class, SIFE students receive more structured instruction with the teacher and less individual work time in the beginning to ensure that the skills necessary to complete the modified work are present. Additionally, SIFE students are referred for Extended Learning Time during lunch and afterschool to supplement the daily instruction inside the classroom. Academic weaknesses are identified in SIFE students and a plan of action to provide the student with necessary instruction is created.

b. Instruction is differentiated for Newcomer ENLs by using significant native language support to ensure that while they are acquiring the English language in the classroom they are also comprehending the content material. Supplemental texts and bilingual word walls are provided for students to use as support. Newcomer ENL students receive a daily period of standalone ENL with the ENL teacher. Newcomer ENL students use native language supports to complete assignments as well. Spanish speaking students complete work in Spanish in order to assess comprehension of content not just language comprehension. This creates a comfortable environment to focus on language acquisition while in an environment where students feel safe taking academic risks. ENL students are encouraged to attend Extended Learning Time to ensure that they are understanding the content material as well as the language material.

c. Instruction is differentiated for developing ENL students through continued native language supports as well as direct instruction in grammar and writing. ENL students are provided with additional vocabulary and a bilingual word wall to ensure comprehension of key vocabulary relevant to the content. While there is less native language support than with Newcomer ENLs, in order to foster further language development, Developing ENLs are still provided with instruction differentiated enough for them to be academically successful in the classroom. ENL students are encouraged to attend Extended Learning Time to ensure that they are understanding the content material as well as the language material.

d. Instruction for Long Term ENL students is differentiated by placing a higher focus on writing of the English language as this seems to be the hardest modality for our students. Long term ENLs have writing conferences and complete re-writes of their writing pieces to progress in English writing acquisition. Along with the writing modality, reading is also differentiated for long term ENLs as it is directly related to writing. Long term ENLs are encouraged to attend ELA Extended Learning Time to expand their writing ability. They receive one on one writing conferences and apply that feedback to their writing pieces.

e. Former ELLs receive testing accommodations including a separate location, extended time, bilingual glossaries and translated editions of the assessments.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

While we have not had any students re-identified yet, when we do we will ensure that progress has not been adversely affected by it through close monitoring of the student's academic performance as well as open discussions with the student as to how they are feeling and what the re-identification means. The monitoring of academic progress happens through the following means: close monitoring of grades in Skedula including teacher provided anecdotes, transcripts monitoring and monitoring of credit accumulation. The re-identification process will happen if any of the three referrals are received: written request from the student's parent or guardian, a student's teacher or the student (if they are 18 years of age or older). The re-identification process will be followed exactly as it is laid out in the ELL Policy Reference Guide. The steps are as follows: 1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). 2. School reviews all documents related to the initial or reentry identification process detailed above. 3. School reviews the student's work in English and in the home language. 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. 5. School consults with parent or guardian. 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. 10. Written notification of the decision is sent from the

superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder. The following staff members will manage the initial identification process (6-12 months) as well as the re-identification process (6-12 months) Margaret Malloy, Assistant Principal, Kristen Fasolino, ENL Teacher and Justin Chapura, ENL Teacher.

8. 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?

8. Teachers use direct instruction, group work and independent practice using grade level Common Core aligned subject material to provide access to the academic content and accelerate English language development. The materials used include graphic organizers, Hochman Writing Strategy quick outlines, multi paragraph outlines, conjunctions and stem sentences, scaffolded and bilingual texts in both textbooks as well as fiction books, interactive notebooks and teacher made work packets. Materials are tailored to be both high interest and grade appropriate yet scaffolded and modified to meet the various levels and needs of our learners. The materials that we use are matched to students using data we are collecting from baseline assessments as well as student work to accurately assess the level of the student. The instructional strategies for ELL-SWDs includes multi-collaboration through the content teacher, the Special Education teacher and the ENL teacher. These students have bilingual dictionaries, word walls, vocabulary builders, graphic organizers, sentence prompts including the Hochman strategy of because, but, so. Teachers collaborate together to design scaffolds and differentiated material to meet the needs of the learner without trimming any of the necessary content. The school ensures that ELL-SWDs receive all services mandated on their IEPs through a team meeting consisting of Julian McDonough, Special Education Coordinator, Bessi Fernandez, Social Worker and Justin Chapura, ESL Coordinator. Together this team ensures that ELL-SWDs are receiving all mandated services designated by their IEPs. All ELL-SWDs whose IEP mandates ESL instruction receive appropriate program through a review of NYSESLAT levels and services dictated by the student's IEP. A program is designed for the student that ensures the student is receiving both the mandated number of ESL instructional minutes as well as the recommended Special Education program.

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

Bronx River uses flexibility within scheduling to ensure that ELL-SWDs are being provided support services from both the ENL teacher as well as the co-teaching Special Education teacher. Classes are co-taught to maintain the least restrictive environment. Within core content classes, ELL-SWDs are receiving both their Special Education services through an ICT Special Education teacher and their ESL instructional minutes through a push-in ESL teacher. This programming allows students to participate in the general education curriculum and not miss any crucial content material necessary for passing the New York State Regents exams. Students are scheduled to ensure they are receiving all their entitled services to be academically successful. Curricular flexibility is used to ensure that the curriculum and material are modified and supportive to the needs of ELL-SWDs. Instructional flexibility is used within the classroom and through the collaboration of the teachers. Instructional models of integrated co-teaching are used throughout the day to ensure academic success of all students. In order to place ELL-SWDs in the least restrictive environment, integrated co-teaching is always the goal. At Bronx River High School, we have a partnership with Blue Engine. Blue Engine is an educational start up that trains recent college graduates through an intensive summer training program to be teaching assistants in math and ELA classrooms in the 9th and 10th grade. Due to the nature of this partnership, the student to staff ratio in our 9th and 10th math and ELA classrooms is 5 staff to 28 students on average. In the classrooms of ELL-SWDs, the ratio of staff to student is even higher. This programming allows our students to be in the least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

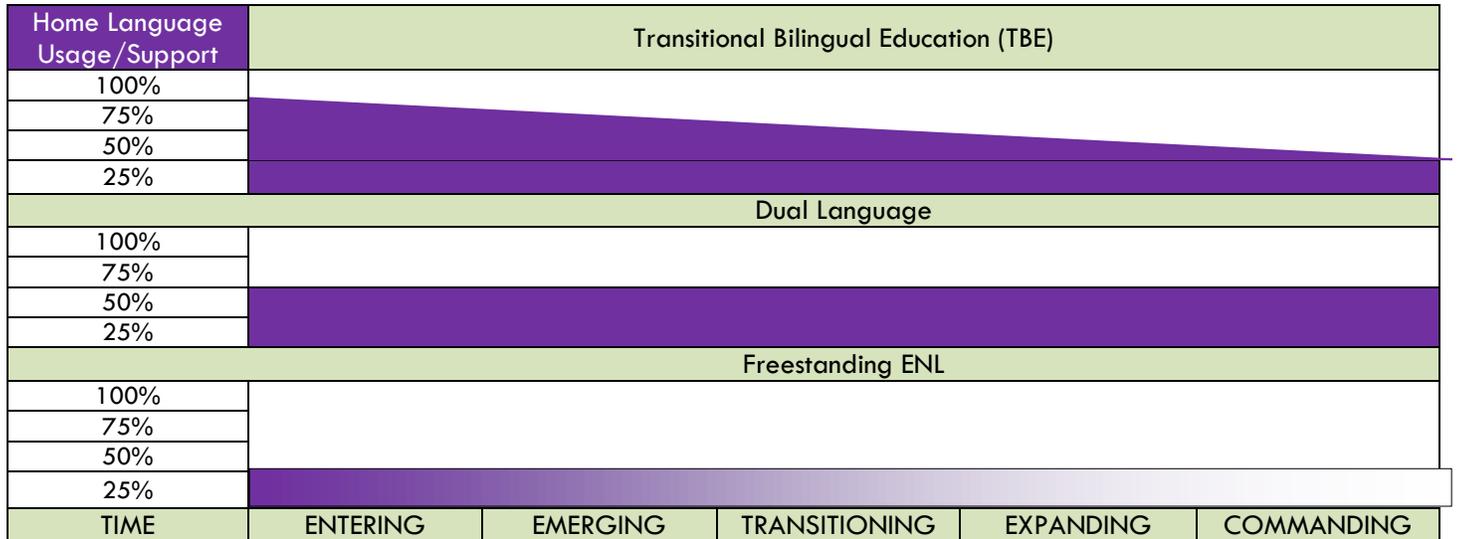


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. The targeted intervention programs offered at Bronx River High School are Blue Engine, RTI, ELT, our weekly writing cycle and stand alone ESL class for entering and emerging students. Our Blue Engine partnership is one that places four teaching assistants in every math and ELA class. This allows for small group instruction, increased modification and differentiation to work and lessons and allows for students to receive additional one on one instruction from adults. This partnership increases intervention for all students, including ELLs, to ensure that there is constant formative assessment and feedback being provided to students to ensure that learning is taking place. Additionally, we have a small group RTI reading class taught by one of our teachers who recently completed her Master's in Literacy at TC. This teacher has identified students that need help with elementary reading skills including word recognition and decoding. This small group includes ELLs to help progress their proficiency in reading. At Bronx River, we offer ELT (extended learning time) this takes place after school as well as during lunch. During extended learning time, students are both targeted for intervention and asked to participate as well as students choose to come for extra help on a learning target they are struggling with. ELLs are encouraged and invited to attend. ELT is done in both English and Spanish by bilingual staff members. The weekly writing cycle has ELLs, as well as all students, writing, conferencing and rewriting every week. The cycle starts with an on-demand writing prompt followed by a writing conference with either the teacher or teaching assistant providing each student with specific and meaningful feedback on their writing. After the writing conference, students then produce a rewrite of their original piece taking into account the feedback they received. The growth in student writing is monitored and measured over the course of the year. For all entering and emerging ELLs, they receive one period a day of Stand Alone ESL. This class provides them with the content, grammar and vocabulary necessary for them to be successful in other classes. Targeted intervention for math are included in the Extended Learning Time. Learning targets for each student are identified and monitored to assess that students are meeting the learning targets. When a student receives less than 80% on a specified learning target, that student is referred to Extended Learning Time for re-instruction of the missed learning target. ELLs of all levels, regardless of proficiency, are referred to ELT when necessary. Targeted interventions for both Science and Social Studies are done in the classroom as well as after school and during lunch. When students are identified for targeted intervention, they are referred for additional learning time and tutoring. During the class time and the lunch this is done by the content teachers After school additional learning time and tutoring is provided by the ESL teachers, Kristen Fasolino and Justin Chapura. All ELLs that are identified as needing RTI in their academic studies are referred to the Extended Learning Time programs. ELLs that need more native language support receive instruction in their home language when available.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current program has had many successes. The most effective is the writing cycle. The writing growth of ELLs is measured in the data tracker and shows that writing has improved significantly from September to June of each school year. Writing growth is one of the school's biggest successes. ELT has also been a success for the students that attend. They have mastered the content and the language by attending Extended Learning Time both during lunch and after school. However, ELT is not mandatory and it would be more successful if all students attended. Based on our NYSESLAT scores, Regent scores and students' academic grades via report cards our current programs are successful. Students are progressing and passing the NYSESLAT and Regents. ELLs are doing well in their classes and are accumulating credits for graduation.
12. What new programs or improvements will be considered for the upcoming school year? This school year, 2015-2016, will be our first year offering a small group RTI reading class. Based on its success, it may be scheduled for more students throughout the day.
13. What programs/services for ELLs will be discontinued and why? As of now, we have no programs or services for ELLs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are afforded equal access to all school programs. After school and supplemental services offered range from all the building wide PSAI sports, signs and posters are displayed in more than one language, informing students of try-outs and practice times to extended learning time offered at BRHS as well as various clubs. These activities are promoted for all students and access is equal for all. Additionally, the school offers Extended Learning Time after school and during lunch. Students are referred for Extended Learning Time but an invitation and pass from the teacher and/or teaching assistants. Other extracurricular activities include an afterschool STEM program, dance club, STEP club, National Honor Society, Student Council and Debate Club. ELLs are afforded equal access to all school programs through open registration. ELLs are granted the same access and information on the clubs. Announcements are made over the PA system, posters are hung and clubs pass through advisories letting all students know what available curricular and extracurricular activities are being offered throughout the school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. All classrooms use Promethean boards for instruction. Programs are on these Promethean boards are both audio and visual to support ELLs. Additionally, all classrooms have supplemental materials in students' native languages. There are word walls in each

classroom. Our school has one computer lab and three computer carts that are used to blend instruction in the classroom. ELL students are given access to laptop computers in the classroom to help with language support and vocabulary development. Electronic dictionaries will be purchased to assist with classroom material. All ninth grade ELLs receive technology class in which they learn Gmail, Google Docs, PowerPoint and Microsoft Excel. All these programs assist in the acquisition of the English language.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered through supplemental texts and materials in the students' home language. Additionally, home language is supported by the use of computers and other technology that allow students to complete their work in both English and their home language. Teachers and staff members that speak the student's home language will communicate with the student in their home language to ensure comprehension.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The Bronx River ensures that students' ages and grade levels are taken into account when choosing appropriate content material for the Free Standing ESL class. We ensure that the staff and the material are sensitive to students' ages and grade levels and not just reflective of the limited English proficiency. We look to use high interest material that is age and grade appropriate for ELLs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of the school year, Bronx River has a two day Summer Bridge freshmen orientation. This orientation helps to familiarize students with their teachers, peers and the school before the first day of school. Summer Bridge is facilitated by the Assistant Principal, teachers and the Parent Coordinator. For students who enroll during the school year, their family is invited in to meet the teachers. Parents are asked to join the Bronx River Parent Association and become involved in the school. Additionally, new ELLs are paired with another student to foster friendships and an understanding of the school.

19. What language electives are offered to ELLs?

As a small school with limited scheduling, electives are not as varied as we would like to see. We currently offer only Spanish as a traditional class. However, we are working to expand our iLearn lab allowing students more choice in their programming. Expanding this lab would allow for more language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The professional development plan for all ELL personnel at Bronx River High School is to work in small professional learning communities called Critical Friends Groups. Within these groups, teachers work together to provide support and critical feedback to each other on their unit and lesson plan development, instructional strategies including scaffolding and differentiating and assessing student work. These professional development plan is comprehensive of best practices for ELLs and the Critical Friends Group put those practices into action and then come back together to reflect and improve these practices. Additionally, during the professional development on the first day of school, all teachers are provided with a breakdown of ELLs and their levels and grades. Included in this professional development is a collaborative discussion of best practices and expectations for teachers of ELLs. All teachers of ELLs receive specific professional development on incorporating native language support and appropriate differentiation for ELL students in the classroom. These professional development workshops are facilitated by the ESL teachers, Kristen Fasolino and Justin Chapura, at Bronx River High School. This professional development will take place during the month of January, 2016. Additionally, all teachers receive Hochman Writing Strategy professional development. The Hochman Writing Strategy supports writers by starting with sentence instruction before moving on to paragraphs and essays. It provides the basic foundation for writing which is a strong support for ESL students. Hochman PD is facilitated by two ELA teachers during the month of November. All professional development includes direct instruction followed by professional learning communities called Critical Friends Group that work to reflect and assess on the implementation of PD material as well as an assessment of student work. Other professional development workshops for all teachers of ELL personnel include December's session on questioning and discussion within the classroom and February's workshops of using assessment in the classroom. PD happens every Monday after school for 80 minutes in four week cycles.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

As we shift to Common Core Learning Standards, it is essential that teachers of ELLs are provided with professional development in supporting ELLs through the shift. At Bronx River, the ESL department facilitates a professional development on best practices and strategies for instruction of ELLs. They provide this professional development to the whole school. This PD provides specific and meaningful strategies for supporting ELLs as they engage in the Common Core Learning Standards. Additionally, teachers of ELLs will be sent to professional developments offered by the Division of English Language Learners. They will attend PDs focused on supporting ENL students through the instructional shifts required by the Common Core Learning Standards. Our first year ENL teacher, Justin Chapura, will attend the QTEL: Building the Basics professional development when it is offered. These professional developments will support teachers in their understanding of the Common Core Learning Standards as well as support the teachers in their ENL tailored instruction. Through the resources provided to the teachers of ELLs, teachers will be able to increase the engagement of ENL students in the content and classroom material. The PD will support teachers in ensuring that ENL students are able to meet the academic demands of 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?

Staff is provided with professional development and in classroom support to help ELLs transition from middle school to high school. ELLs are placed in advisories when entering the ninth grade. In this advisory classes, students learn what is required of high school students including the accumulation of 44 credits in specified content areas as well as passing a minimum of five New York State Regents exams. Additionally, ELLs and their parents are invited to a "Pathways to Graduation" Night at the school in which all high school requirements and the difference of expectations between middle school and high school are thoroughly covered. This workshop is facilitated in both English and Spanish. Support from the guidance counselor is offered through academic counseling and attendance monitoring. ENL students with poor attendance receive phone calls, letters and a home visit when necessary. Attendance is a significant indicator in academic success and The Bronx River ensures that ENL students are supported in the transition and understand the importance of regular attendance. The guidance counselor spearheads the attendance team and the attendance intervention procedures.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to ensure our school meets the professional development requirements as per CR Part 154.2, we focus professional development on instruction and academic success. We ensure that specific in house PD's are focused on ELLs and their success in the classroom. We ask our ESL Department to facilitate whole school PD to ensure that all teachers know the best practices for instruction of ELLs. Additionally, we send our ESL Department to PDs outside of our own school. They attend professional development workshops focusing on ELLs and writing, ELLs and Math and stay abreast in all the PDs on the changes to ESL Regulations including the NYSESLAT and NYSISTELL. Records for professional development are kept through attendance rosters as well as agendas. The administration keeps a soft copy of all PDs attended by all staff members and there is a PD binder that holds agendas and attendance for all PDs

given at the school. When teachers attend PD outside of the school, they are asked to submit an agenda to the payroll secretary as well as keep one for their own records.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

This year, the Bronx River High School will use its weekly parental engagement time to invite parents into the school to meet with all the teachers of their child. These meetings are arranged by the parent coordinator and facilitated by the staff to discuss academic and language progress for the child. For Spanish speaking parents, the meetings are facilitated by staff members that speak Spanish fluently and know the student well. For meetings that cannot be conducted in Spanish or English, the school will reach out to the Office of Interpretation and Translation to ensure that all attendees of the meeting can successfully communicate.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are kept of parent meetings by the parent coordinator at the school. Any documents or letters that effect the student's placement or program choice are kept in the ESL Compliance binder to ensure that parent choice is being followed and respected.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We have one ELL parent who participates in the SLT and Bronx River Parent Association. However, we do have a Student Achievement Dinner each year to recognize the success of our students. Many of these students are ELLs and we have parental involvement in supporting our students this night. At the end of the year, we have a family barbeque in which we ask parents to help volunteer if possible, we have had ELL parental involvement through volunteering. We are working to increase our ELL parental involvement this school year. We will invite ELL parents into the school for an evening workshop focusing on New York State graduation requirements. This workshop includes the four year benchmarks for monitoring progress to graduation on a yearly basis. Our Spanish-English bilingual coordinator hosts workshops for parents as well as runs the Parent Association at the Bronx River High School. She reaches out to parents via mailings and phone calls to ensure that all parents are made aware of activities in the school. If the native language of a parent is that other than Spanish, a translator is requested through the Translation and Interpretation Unit. If they are unable to fulfill the request, the Parent Coordinator, Pamela Zaiter, will look to other organizations that are able to provide translation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently, we do not partner with other agencies however we are working to get a partnership with LEAP to facilitate parent nights at Bronx River.

5. How do you evaluate the needs of the parents?

The needs of parents are evaluated by the results of a survey that is given to parents during Parent Teacher Conferences. This survey polls what the parents identify as their needs and interests and what the school can do to help parents have those needs met. All parents that attend Parent Teacher Conferences are given a survey upon registration to complete asking them to identify their needs and how the school can help meet those needs. Additionally, parent needs are identified through parent meetings and any outreach that the school may have with parents. The Parent Coordinator works to ensure that the needs expressed by parents are met by the school. This includes connecting parents with outside organizations that can be of assistance to parents. Also, the Parent Coordinator works to create workshops facilitated by the school that address the needs expressed by the parents. Translation services in Spanish are provided by the school. Translation services in languages other than Spanish are requested through the Translation and Interpretation Unit. If this unit is unable to provide services, services are requested through an outside organization that is able to provide them.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities are decided based on the results of the Bronx River parent surveys that are given out during Parent Teacher Conferences. The Parent Coordinator works to ensure that the needs expressed by parents are met by the school. This includes connecting parents with outside organizations that can be of assistance to parents. Also, the Parent Coordinator works to create workshops facilitated by the school that address the needs expressed by the parents. Translation services in Spanish are provided by the school. Translation services in languages other than Spanish are requested through the Translation and Interpretation Unit. If this unit is unable to provide services, services are requested through an outside organization that is able to provide them. Additionally, both the Guidance Counselor, Linda Barrientos, and the Social Worker, Bessi Fernandez are bilingual English-Spanish. They have both attended professional development workshops focusing on resource for families. They work with parent nights and individual parent meetings to ensure that parents are being provided with the necessary resources.

D. Additional Information

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

Paste response here:

School Name: **Bronx River High School**

School DBN: **08x349**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregory Fuchek	Principal		10/26/15
Margaret Malloy	Assistant Principal		10/26/15
Pamela Zaiter	Parent Coordinator		10/26/15
Justin Chapura	ENL/Bilingual Teacher		10/26/15
Manelis Mendez Jimenez	Parent		10/27/15
Jesse Lord Johnson/ELA	Teacher/Subject Area		10/26/15
Cindy Flores/Math	Teacher/Subject Area		10/26/15
	Coach		1/1/01
	Coach		1/1/01
Linda Barrientos	School Counselor		10/26/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08x349 **School Name: Bronx River High School**
Superintendent: Carron Staple

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Bronx River uses various methodologies to assess language preferences of the parent community for both written and oral communication. These various methodologies include using the data collected from the Home Language Survey for newcomer students to the New York City school community. We also collect language preferences through ATS reports that show the home language for students who are not new to the NYC school system. We collect an emergency blue card for each student at the beginning of each year. This emergency blue card asks the parents to identify their preferred language for both oral and written communication. We take note of the languages gathered through these blue cards. Additionally, during The Bronx River High School's "Meet the Teachers" night and Parent Teacher conferences, we conduct parent surveys asking parents to identify their preferred language of communication as well as activities and topics of interest for parent workshops.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At The Bronx River High School, our list of preferred languages for both written and oral communication are as follows:
Spanish
Albanian
Urdu
Bengali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At The Bronx River high school, parental involvement and engagement is a priority. In order to do this, we send home the following information:

Welcome Back letters including important upcoming dates

School Calendars

New York State testing dates

Invitations to all Parent Association Meetings

Our Blue Engine Partnership and Extended Learning Time

Uniform policy information

Meet the Teacher's Night on September 30th

Parent Teacher Conferences on November 19th and November 20th.

All mailings are sent out ten calendar days prior to the event with a follow up phone call at a closer date,

All translation and interpretation requests are made a minimum of two weeks before the date.

Additionally, we have a Parent Coordinator, Pamela Zaiter, who facilitates monthly parent meetings.

These meetings happen on the last Thursday of every month. The Parent Coordinator sends home fliers ten calendar days in advance as well as School Messenger goes out. The Parent Coordinator makes phone calls as well.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the year, parents are invited for formal face to face meetings. These meetings are for Parent Teacher Conferences, Meet the Teachers night and weekly parent meetings. The weekly parent meetings are scheduled by the Parent Coordinator for after school allowing the parent of the child to meet with all of the child's teachers to discuss whatever issues may be present. We strive to keep parents informed of each student's academic and behavioral progress. In order to do this, we stress the importance of calling parents. All staff, including administration, the guidance department, the dean's office, teachers and the parent coordinator strive to call home to keep parents informed of academics, behavior and attendance.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In order to meet the translation needs indicated in Part B, Bronx River High School will utilize the services available through the Translation & Interpretation Unit. We will reach out to the unit to ensure that we have translated copies in the preferred languages of parents for all critical information allowing all parents to be involved and engaged in their child's education. We will be sure to reach out in a timely manner to make sure that parents with a preferred language other than English are still receiving information in the same time frame. When there is a translation need that can be met by a staff member, in the case of Spanish, the staff member will translate for the parent. When there is a translation need that can not be met by the Translation & Interpretation Unit or a member of the Bronx River High School staff, an outside vendor will be contacted to ensure that all parents are receiving all necessary information.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In order to meet the interpretation needs of the parents at Bronx River High School, an appropriate interpreter will be scheduled whenever necessary. For interpretations of languages that are spoken by the staff members of The Bronx River High School, in-house staff members will interpret for parents. If a parent needs interpretation for a language that is not spoken at the school, we will contact the Translation & Interpretation Unit to utilize the services of an over-the-phone interpreter. If for some reason, there is no available over-the-phone interpreter at the Translation & Interpretation Unit, we look for an on-site interpreter provided by an outside vendor to ensure appropriate communication and comprehension.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that all staff members are aware of the translation services and over-the-phone interpretation services provided by the The Translation and Interpretation Unit, we will distribute and discuss the Translation & Interpretation Brochure to all staff as well as ensure that all staff members are information of the Language ID Guide located in the main office. A Tuesday meeting will be dedicated to informing staff on the translation and interpretation services available. This meeting will include available resources and how to request those resources. The Language Coordinator, Margaret Malloy, will attend professional development offered by the Translation and Interpretation Unit in order to stay informed of all language policies and resources available through the unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Bronx River High school will fulfill parental notification requirements of translation and interpretation services for all parents by informing all staff of the preferred language for both written and oral communication of each parent. We will also sure that we are utilizing the services provided by the Translation & Interpretation Unit, our own in-house staff members for interpretation and translation services as well as contacting outside vendors when necessary. Ensuring involvement and engagement of parents is a priority at Bronx River High School and we will utilize all resources to ensure that we are creating an engaging environment for parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to assess the quality and availability of translation and interpretation services provided by the school, The Bronx River High School will conduct an end of the year survey, in all preferred languages, to see how we are doing and how we can improve. This survey will address the quality and availability of language services provided by the school. Additionally, during the year, we will use the results of the Learning Environment Survey completed by parents to gather feedback on the school. All parents are invited to an end of the year family barbeque, parents that attend will complete a the survey. Parents that do not attend will be mailed home a survey and asked to send it back with their student before the last day of attendance in the 2015-2016 school year.